



Harrow Way
Community School
Learning for life, success for all



KS3 End Points

RE & PHILOSOPHY

Assessment on Speciesism and Christianity

Autumn/Spring term

<u>Strand</u>	<u>Platinum</u>	<u>Gold</u>	<u>Silver</u>	<u>Bronze</u>
Knowledge of key themes of the religion/s studied this term.	Explains how God is viewed by monotheistic religions (<i>God is omnipresent etc. including more complicated ones like 'transcendent'</i>)	Describes what some religious believers have of their religion. Knows some terminology.	Describes God using some terminology but not all (<i>God is strong etc.</i>)	Limited recall of God's attributes. (<i>'God is not human'</i>)
Ability to transfer knowledge into sentence starters or short written work.	Can finish off the sentence starters about the 5 Pillars, speciesism etc. in class with answers above the average. <i>'Shahadah is the most important pillar as it is the catalyst for the others and is the only one to mention Allah...'</i>	Can finish off shorter pieces of work with good ideas of religion <i>'Shahadah is the most important pillar because it is the only one to mention God'</i>	Ability to finish off shorter pieces of work with limited recall and input. <i>'Faith is the most important pillar because it is the first'</i>	Can finish off shorter pieces of work using one or two words. <i>'Faith is important to religious people'</i>
Applying knowledge to longer written essays using what is learned in class.	Can produce a well written and well explained PEEL paragraph essay on speciesism explaining both sides.	Can produce a well written PEEL paragraph essay on speciesism.	Can produce sentences about speciesism detailing what it is and some examples.	Can write some sentences about animal rights, perhaps from both sides.
Ability to articulate verbal responses to questioning in class.	Is able to articulate their point of view as well as religious ideas and points of view on a variety of topics with eloquent language and explanation. Use of the blue literacy tier 2 words used.	Is able to give a good explanation on religious ideas as well as their own ideas using some of the literacy tier 2 words.	Can give a limited idea of a religious point of view as well as their own.	Is able to say their point of view about a topic (<i>'I think wearing fur is bad because...'</i>)

Assessment on Jihad and Crucifixion

<u>Strand</u>	<u>Platinum</u>	<u>Gold</u>	<u>Silver</u>	<u>Bronze</u>
Knowledge of key themes of the religion/s studied this term.	Is able to name both types of jihad in English and Arabic and gives advanced examples for each; appreciating the mental and physical aspects.	Can name both types of jihad possibly using both languages and give some examples	Can name a few examples of jihad and with help, each type and what it means in English.	Understands the concept of ' <i>struggle</i> ' and can give an example.
Ability to transfer knowledge into sentence starters or short written work.	Can finish off sentence starters or other written work with exceptional ideas, use of the tier 2 vocabulary and their own ideas. Use of Arabic words 'ummah', 'jihad' etc. used.	Can finish off sentence starters or other written work with good ideas and some use of Arabic words and tier 2 vocabulary. Occasional use of Arabic words.	Can finish off sentence starters with an adequate example using their own ideas.	Can finish off sentence starters with prompting using limited language and ideas. Possibly one word answers.
Applying knowledge to longer written essays using what is learned in class.	Able to write PEEL paragraph essay for crucifixion and ' <i>is Islam a religion of peace?</i> ' showing both sides of the arguments and giving detailed examples. Ability to formulate their own detailed opinion on the subject.	Able to write PEEL paragraph essay for crucifixion and ' <i>is Islam a religion of peace?</i> ' using good arguments. Ability to formulate their own opinion on the subject.	Able to write limited essay and limited points for crucifixion and ' <i>is Islam a religion of peace?</i> ' and their own opinion on the subject.	Can give limited arguments for one or both sides about crucifixion and ' <i>is Islam a religion of peace?</i> ' or can write their own opinion about it.
Ability to articulate verbal responses to questioning in class.	Can use the topic discussed to articulate their opinion and their understanding of it using excellent vocabulary including tier 2 words, key words with ease.	Can use the topic discussed to express their opinion and understanding of it using good vocabulary and some use of tier 2 words and key words.	Using the topic in class can articulate answers, sometimes with help. Limited use of tier 2 words and key words.	Using the topic in class can give one word or learned responses, often requiring help. Occasional use of tier 2 or key words.

Assessed using the A) and B) exam questions done in class.

<u>Strand</u>	<u>Platinum</u>	<u>Gold</u>	<u>Silver</u>	<u>Bronze</u>
Ability to see both sides of an argument with regard to morals.	Moral ideas, such as abortion, require both sides to be argued and taken into account. This level, the student is able to set aside personal beliefs to do this.	Moral ideas, such as abortion, require both sides to be argued and taken into account. This level, the student is generally able to set aside personal beliefs to do this.	Moral ideas, such as abortion, require both sides to be argued and taken into account. This level, the student is able to set aside personal beliefs to do this although help is required	Moral ideas, such as abortion, require both sides to be argued and taken into account. Student is able to look at one side, usually their own, and give one or more arguments supporting it.
Understanding of the topics studied.	Knowledge of abortion, euthanasia, origins of universe etc. understood and able to recall in class during DN, retrieval and to answer questions without prompting.	Knowledge of abortion, euthanasia, origins of universe etc. generally understood and able to recall in class during DN, retrieval and to answer questions with little prompting.	Some knowledge of abortion, euthanasia, origins of universe etc. occasionally understood and able to recall in class during DN and retrieval.	Some knowledge of abortion, euthanasia, origins of universe etc. understood with prompting. Knowledge is still at early level.
Applying Knowledge via the a) and b) questions.	Scores above average on the exam questions. 70%+	Scores well on the exam questions. 60%+	A good attempt made. 40-50%+	Attempt made or hasn't been here for the questions. 0-39%
Use of the key words set for homework in verbal and written work.	Excellent use of words such as; sanctity of life, moral, euthanasia, abortion, free will etc. Both verbally and written. Ability to use them for other	Can use the majority of the key words in a variety of scenarios and can utilize them for other topics.	Can use some key words both verbally and in written work with support.	Can use key words using the key words book they are written in.

	topics.			
Writing in class	Excellent answers in class for sentence starters and notes with no help required.	Very good answers in class for sentence starters and notes.	Generally good answers in class for notes and sentence starters, perhaps with support.	With support and/or reminders can write notes and sentence starters.