



Stage	ASSESSMENT: 15 Mark GCSE style Question (DISCUSS statement)	Terminology	Bloom's Skills
Emerging	<p><b>D1</b>- I can write a poor, basic statement of a point of view</p> <p><b>D2</b>- I can give a very limited judgements</p> <p><b>D3</b> – I can offer a descriptive alternative viewpoint to the question</p> <p><b>D4</b> – I can make a tenuous attempt to demonstrate how belief influences individuals, communities and societies.</p> <p><b>D5</b> – I can write a very basic consideration of non-religious beliefs, such as those held by humanists and atheists.</p>	<p><b>T1</b>- My response relates to the question.</p> <p><b>T2</b>- I can use SPaG with little accuracy.</p> <p><b>T3</b>- I can occasionally use key words.</p>	<p><b>B1</b>- I can state key facts about processes or places as appropriate.</p>
Developing	<p><b>D6</b> – I can write Limited statement(s) of more than one viewpoint based on limited Knowledge of religion, religious teaching and moral reasoning.</p> <p><b>D7</b> – I can formulate judgements describing/explaining a limited understanding of how belief influences individuals, communities and societies.</p> <p><b>D8</b>- I can write a limited consideration of non-religious beliefs, such as those held by humanists and atheists.</p>	<p><b>T4</b>- I can spell and punctuate with some accuracy.</p> <p><b>T5</b>- I can use rules of grammar with some control of meaning and any errors do not hinder meaning overall.</p> <p><b>T6</b>- I can use a limited range of specialist terms appropriately.</p>	<p><b>B2</b> - I can use connectives to add specific detail to describe belief, practices, religious ideas and teachings accurately.</p>
Secure	<p><b>D9</b> – I can write a very good, detailed analysis and evaluation of the issue based on accurate knowledge of religion, religious teaching and moral reasoning.</p> <p><b>D10</b> – I can formulate judgements and present alternative or different viewpoints explaining clearly how they compare</p> <p><b>D11</b> – I can demonstrate a very good understanding of how belief influences individuals, communities and societies</p> <p><b>D12</b> – I can write a very good, detailed consideration of non-religious beliefs, such as Those held by humanists and atheists.</p> <p><b>D13</b> = I can Uses and interprets religious/specialist language, and sources of wisdom (e.g. quotations)</p>	<p><b>T7</b>- I can spell and punctuate with accuracy.</p> <p><b>T8</b>- I can use rules of grammar correctly.</p> <p><b>T9</b>- I can use a good range of specialist terms appropriately.</p>	<p><b>B3</b> - I can use connectives to give reasons to their descriptions to explain the significance of beliefs, practices, and teachings</p>

<p style="text-align: center;"><b>Excellence</b></p>	<p><b>D14</b> – I can write an excellent, highly detailed analysis and evaluation of the issue based on detailed knowledge of religion, religious teaching and moral Reasoning.</p> <p><b>D15</b> – I can formulate judgements and present alternative or different viewpoints. Explaining clearly their strengths and weaknesses</p> <p><b>D16</b> – I can demonstrate an excellent understanding of how belief influences individuals, communities and societies.</p> <p><b>D17</b> – I can write an excellent, highly detailed consideration of non-religious beliefs, such as those held by humanists and atheists.</p> <p><b>D18</b> = I can Use and interprets religious/specialist language, and sources of wisdom (e.g. quotations) and explain how it links to the beliefs I have explained</p>	<p>T10 - I can spell and punctuate with consistent accuracy.</p> <p>T11 - I can use rules of grammar with effective control of meaning.</p> <p>T12 – I can use a wide range of specialist terms appropriately.</p>	<p><b>B4</b> - I can justify the significance of beliefs, practices, and teachings and can evaluate philosophical ideas.</p>
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