



KS3 ASSESSMENT

Beliefs and Values
BRAMHALL HIGH SCHOOL

7	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?	It may be unclear which teaching I have chosen My drawing shows limited detail or thought My explanation is very short or unclear I give little or no reason for my choices I do not clearly explain if the teaching is radical	My picture shows a teaching but may not be fully clear I include some detail in my drawing My work links to Jesus' teaching, but not always clearly My explanation gives some reasons for my ideas I try to explain if the teaching is radical, but it may be simple	My picture clearly shows one of Jesus' teachings I include thoughtful details, symbols, or people in my drawing My message is easy to understand My explanation clearly explains why I chose the teaching I explain how my picture represents the teaching I explain whether the teaching is radical and give a reason	My picture is detailed, creative, and meaningful I use symbols, actions, and expressions effectively to show the teaching My work clearly shows a strong understanding of Jesus' message I fully explain why I chose the teaching and how my picture represents it I clearly explain why the teaching is radical (or not) with thoughtful reasoning
Term 2a What difference does it make to believe in Buddhism?	Gives simple or limited ideas about the issue May describe who Aung San Suu Kyi is OR what the Nobel Peace Prize is Gives one opinion with little or no explanation Limited use of RE vocabulary No or very basic reference to religion	Describes one side of the argument clearly Begins to explain reasons (e.g. why people agree OR disagree) Gives an opinion with some explanation Attempts to use key terms (e.g. justice, peace, human rights) Includes a basic religious idea or belief	Explains both sides of the argument clearly Uses reasons and examples to support ideas Gives a balanced and justified conclusion Uses relevant key vocabulary accurately Includes a clear religious perspective linked to the question	Provides a detailed and balanced evaluation of both sides Uses well-developed reasoning and relevant examples Gives a well-justified, thoughtful conclusion Shows critical thinking (e.g. weighing past vs present actions) Makes clear links to religious teachings (e.g. justice, forgiveness, accountability)

Term 3a What difference does it make to believe in Islam?	My logo has been started but may be simple or unclear I have used limited symbols or ideas My design may not clearly link to helping people in poverty My explanation is very short or unclear I gave little or no reason for my choices	My logo shows some thought and includes at least one symbol My design links to helping people in poverty, but not always clearly I have used some colour or detail My explanation gives some reasons for my choices I use a few sentence starters to explain my ideas	My logo is clear, detailed, and thoughtfully designed I have used symbols and colours that clearly show helping people in poverty My message is easy to understand My explanation clearly explains my design choices I gave reasons for my symbols, colours, and message	My logo is creative, eye-catching, and meaningful I have used symbols, colours, and layout very effectively to communicate a strong message My design clearly shows why helping people in poverty is important My explanation is detailed and well-written I have fully explained how all parts of my design link to the message
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	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 1b What difference does it make to believe in Sikhism?	I can say what the question is about (religious items in schools). I give simple opinions (e.g., yes/no). I can name some Sikh items (e.g., kara, turban), but may not explain them. My ideas are basic and not fully explained. I may give a personal view with little reason.	I give reasons for and against banning religious symbols. I use some key words (e.g., equality, respect, identity). I can describe Sikh items, such as the kara or turban, and what they show. I begin to explain why these items are important for believers. I give a personal opinion with some reasons.	I explain clear arguments on both sides of the question. I use key vocabulary correctly and confidently. I use accurate knowledge of Sikhism, including the meaning of the 5 Ks (e.g., kara, kesh). I support ideas with examples (e.g., school rules, fairness, freedom of religion). I give a well-explained personal viewpoint.	I give a balanced and detailed evaluation with strong reasoning on both sides. My writing is clear, structured, and uses a wide range of key terms. I show a clear and confident understanding of Sikh beliefs, especially the importance of the 5 Ks and equality. I analyse ideas and use examples and evidence effectively (e.g., human rights, school policies, religious commitment).

				My personal response is thoughtful, justified, and linked to the discussion.
Term 2b Should happiness be the purpose of life?	Gives simple ideas about happiness or life's purpose May describe one view without explaining it fully Offers a basic personal opinion with little reasoning Uses limited or unclear key vocabulary Little or no reference to religion or philosophy	Describes more than one viewpoint (e.g. happiness vs another purpose) Gives some reasons to support ideas Gives an opinion with some explanation Uses some key RE vocabulary (e.g. purpose, suffering, meaning) Includes a basic religious or philosophical idea	Explains different viewpoints clearly and in detail Uses reasoning and examples to support both sides Begins to evaluate ideas (strengths and weaknesses) Gives a balanced, justified conclusion Uses accurate key vocabulary Includes a clear religious perspective (e.g. Christianity or Buddhism)	Provides a well-developed, critical evaluation of different viewpoints Clearly analyses whether happiness is enough as a purpose Gives a perceptive, well-justified conclusion that weighs arguments Uses precise and sophisticated vocabulary Makes strong links to religious teachings and philosophical ideas
Term 3b How can people express the spiritual through music and art?	I can say a little about spirituality, but my explanation is unclear or very simple. I can state what I can see in the artwork but struggle to explain spiritual meaning. I can mention colours or symbols but do not explain what they mean. I can briefly state how the artwork makes me feel. My ideas are basic and need more structure.	I can describe spirituality and identify a basic spiritual idea in the artwork I can identify at least one spiritual idea shown in the artwork. I can describe some visual elements and give simple meanings. I can explain my feelings and connect them to the artwork. My response is organised, but ideas may not always link clearly.	I clearly explain spirituality and link it well to ideas shown in the artwork. I can explain several spiritual ideas and support them with examples from the artwork. I can explain how visual elements (colour, symbols, mood) communicate spirituality I can clearly explain how the artwork affects my thinking about spirituality.	I gave a clear and thoughtful explanation of spirituality, showing insight and depth. I can analyse spiritual ideas in detail and explain why they are important. I can analyse how visual elements work together to create strong spiritual meaning. I gave a thoughtful personal reflection showing deep understanding.

			My writing is clear, organised and uses appropriate language.	My response is well structured, fluent and uses subject language confidently.
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	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 Do we need to prove God's existence?	I can identify what the question is about (proving God's existence). I mention Christianity and Buddhism, but my ideas may be basic or unclear I may give opinions but with little explanation. I use limited religious keywords or examples.	I can give reasons for and against the statement. I include some explanation of Christian and Buddhist views. I begin to support my ideas with examples (e.g., belief in creation, teachings of Buddha). I give a personal opinion with some reasons.	I explain different viewpoints clearly, including arguments for and against proving God's existence. I support ideas with relevant teachings, beliefs, or examples. I use accurate religious knowledge from both Christianity and Buddhism. I use key vocabulary correctly (e.g., omnipotent, enlightenment, faith). My personal viewpoint is well developed and justified	I give a balanced, detailed discussion with well-explained arguments on both sides. I use strong evidence (teachings, examples, reasons) to support each viewpoint. I show deep understanding of Christian and Buddhist beliefs, including differences and similarities. I write in a clear, structured, and fluent way, using a wide range of religious vocabulary.
Term 2a Is death the end? Does it matter?	Shows limited awareness of the idea of the soul; may include inaccuracies or confusion Gives simple opinions with little or no explanation Limited effort in creativity; unclear or basic communication Uses few or incorrect key terms Gives a basic or unclear opinion	Describes some beliefs about the soul but with gaps or limited detail Gives some reasons but may be unclear or underdeveloped Some creativity shown; meaning is mostly clear Uses some key terms but not always accurately	Explains different viewpoints clearly (e.g. religious and non-religious) Uses clear reasons and examples to support ideas Creative and engaging; ideas are communicated clearly Uses key vocabulary correctly and appropriately	Demonstrates detailed and accurate understanding of multiple perspectives. Uses well-developed, convincing arguments and may compare or evaluate different viewpoints Highly original, engaging, and thoughtful presentation that enhances understanding of the question

		Gives a clear opinion with limited explanation	Gives a thoughtful personal conclusion with reasons	Uses a wide range of key terms confidently and precisely Shows deep reflection, possibly recognising complexity or uncertainty in the question
Term 3a Does living Biblically mean obeying the whole Bible?	I can show a basic understanding of what a literal interpretation is, but my explanation is unclear or incomplete. I can refer to the Bible but give very limited or unclear examples. I can state an opinion but did not explain it clearly. I can make a basic link between the Bible and behaviour. My ideas are simple and not well organised.	I can explain what literal interpretation means and show some awareness that there are other ways to interpret the Bible. I used at least one Bible example to support a view. I can explain one side of the argument with some reasons. I can explain how interpretation can influence how Christians live. My response is organised but lacks clarity in places.	I can clearly explain literal and non-literal interpretations and show how they differ. I used relevant Bible examples to support different viewpoints. I can explain both sides of the argument and give reasons for each. I can clearly show how different interpretations lead to different ways of living Biblically today. My response is clear, structured and easy to follow.	I can explain different interpretations clearly and thoughtfully, showing strong understanding. I selected and explained Bible examples confidently and used them to effectively support my evaluation. I can evaluate different viewpoints in depth and explain which is most convincing and why. I gave thoughtful and relevant examples of how interpretation affects modern Christian life. My response is well structured, clearly written and uses key terms appropriately.