

Year 9 Progress Descriptors

Progress Descriptors : Year 9 Topic 1 : Does everyone in society have the same rights?

Novice	Capable	Expert
Students will be able to identify how choices are made giving simple examples , and using some key terms	Students will be able to explain how choices are made giving examples and using specific key terms	Students will be able to question and debate how choices, supporting ideas.
Students will be able to offer opinions on choices to case study situations, to be able to say what they would do and why.	Students will be able to give an explanation on their choices and give supported reasons why	Students would be able to evaluate different options and look at different perspectives
Students will be able to describe the golden rule and story of the good Samaritan and offer a viewpoint on this	Students will be able to explain the moral message	
Students will be able to identify human rights and animals and give examples	Students can compare between rights and offer views supported.	Students would be able to evaluate whether humans or animals have more rights and give supported viewpoints
Students will be able to describe religious viewpoints on animal rights and identify key beliefs	Students will be able to explain religious viewpoints	Students will be able to question and evaluate religious viewpoints
Students will be able to give a two sided evaluation on whether a identified use of animals is a violation of their rights or not.	Students will be able to give a supported evaluation	Students will be able to give a detailed and justified evaluation and reaching a developed conclusion.
Students will be able to identify different crimes and punishment and offer viewpoints on what is appropriate	Students are to explain crime and punishment and give a supported viewpoint	Students are to explore different viewpoints and be able to evaluate and debate
Students will be able to describe religious viewpoints on crime and punishment and give key beliefs	Students are to explain and apply religious beliefs	Students are to evaluate different religious beliefs, giving developed viewpoints
Students to be able to identify and express their views on euthanasia, abortion and capital punishment	Students to express views explaining and using examples to support	Students are to give a range of views and give supported beliefs, showing critical thinking
Students can evaluate to a simple level and give some supporting evidence	Students can give a supported evaluation , with examples and a justified opinion.	Students to give a argument giving a range of viewpoints and reach a convincing viewpoint

Progress Descriptors : Year 9 Topic 2 : Can we all get on?

Novice	Capable	Expert
Students will be able to identify and describe definitions of key terms with examples.	Students will be able to explain specific key terms with examples	Students will be able to question and debate how choices, supporting ideas.
Students will be able to describe different human rights and outline a problem for some of the human rights.	Students will be able to give an explanation on different human rights and give supported reasons why	Students would be able to evaluate different options and look at different perspectives
Students will be able to describe which human rights are important with a reason.	Students will be able to explain the advantages and disadvantages for different human rights	Students would be able to evaluate human rights and give supported viewpoints with examples
Students will be able to identify human rights and animals and give examples	Students are be able explain the differences between rights and offer views, supported with examples.	Students will be able to question and evaluate religious viewpoints and offer a justified conclusion
Students will be able to describe religious viewpoints on human rights and identify key beliefs	Students will be able to explain different religious viewpoints	Students will be able to give a detailed and justified evaluation and reaching a developed conclusion.
Students will be able to give an two sided evaluation on whether men and women are equal	Students will be able to give a supported evaluation, with examples	Students are to explore different viewpoints and be able to evaluate and debate
Students will be able to identify key events in the modern era that concern racism	Students are to explain gender equality, religious freedom, give a supported viewpoint, using case studies	Students are to evaluate different religious beliefs, giving developed viewpoints
Students will be able to describe religious viewpoints on racism and identify religious figures who fought against racism	Students are to explain and apply religious beliefs to each concepts studied.	Students are to give a range of views and give supported beliefs, showing critical thinking
Students to be able to identify and express their views on religious freedom with examples	Students to express views explaining and using examples to support e.g. apply key figures who fought against racism	Students to give a argument giving a range of viewpoints and reach a convincing viewpoint
Students can evaluate to a simple level and give some supporting evidence	Students can give a supported evaluation, with examples and a justified opinion	

Progress Descriptors : Year 9 Topic 3 : What does it mean to be a part of a faith in the 21st century?

Novice	Capable	Expert
Students will be able to identify and describe definitions of key terms with examples.	Students will be able to explain specific key terms with examples	Students will be able to question and debate how choices, supporting ideas.
Students will be able to the difference between marriage and cohabitation with examples	Students will be able to give an explanation and give reasons and examples	Students would be able to evaluate different options and look at different perspectives
Students will be able to describe the reasons for different types of marriage and its effects on families, communities and society. E.g. arranged marriages, forced marriages and interfaith marriages.	Students will be able to explain the advantages and disadvantages for marriage, cohabitation, . arranged marriages, forced marriages and interfaith marriages along with their effects on families, communities and society.	Students would be able to evaluate the impact of different types of marriage and give supported viewpoints with examples
Students will be able to describe how dress code can cause religious discrimination, religious prejudice.	Students will be able to explain different religious viewpoints and examine their influence in society today, with examples.	Students will be able to question and evaluate religious viewpoints and offer a justified conclusion
Students will be able to describe religious viewpoints with an example.	Students will be able to analyse the impact that becoming a Muslim has upon a person and how they are perceived by the community and society.	Students will be able to give a detailed and justified evaluation and reaching a developed conclusion.
Students will be able to give an two sided evaluation	Students will be able to explain key aspects of the humanist worldview, the purported benefits of Humanism and how it differs from atheism.	Students are to explore different viewpoints and be able to evaluate and debate
Students will be able describe examples of converted Muslims and their reasons for conversions	Students are to explain in detail the different religious attitudes towards immigration and social cohesion.	Students are to evaluate different religious beliefs, giving developed viewpoints
Students will be able to describe religious viewpoints on racism and identify religious figures who fought against racism	Students are to explain the benefits of humanism and why more people are turning to this worldview as UK religiosity declines.	Students are to give a range of views and give supported beliefs, showing critical thinking
Students to be able to describe the attitudes of Islam and Christianity towards immigration and social cohesion.	Students to express views explaining and using examples to support	Students to give a argument giving a range of viewpoints and reach a convincing viewpoint
Students can evaluate to a simple level and give some supporting evidence	Students can give a supported evaluation, with examples and a justified opinion	