

Paper F

The Eight Level Scale and Achievement in RE Guidance for teachers at each key stage

Assessing RE: The need for balance.

Teachers of RE need guidance on assessment that is clear, manageable and educationally well founded. Good approaches to assessment will be flexible, meeting the learning needs of pupils in a school rather than offering a rigid structure for every setting. In RE, assessment for learning is most significant: there is no requirement to collect data for comparative purposes.

Balances need to be struck between:

- The assessment of learning about religions and of learning from religion
- The need for challenge and progress in the curriculum and the need for pupils to experience achievement
- The needs of the higher achieving and the lower achieving pupil
- The use of assessment information for learning and for summative purposes, for example, for reporting at the end of a key stage
- The ways in which progression and continuity in RE are in tension with the time it takes to assess pupils' work (some secondary RE teachers may meet over 500 pupils each week)
- The time given to assessment and the time available for teaching and learning (where time for RE is often only an hour in a week)

The recommended approach to assessing pupils' progress and attainment in RE is therefore to:

- Recognise that the teachers' professional judgement of pupils' attainment and progress in RE is central, and is informed by a variety of classroom learning, including discussion, speaking and listening.
- Carry out just a small number of RE assessments, but make sure they are well structured, fair and valid – assess just a little, but do it really well.
- Use regular classroom learning tasks to provide ongoing evidence of pupils' progress.
- Use assessment information to plan future work for classes or for individuals.
- Use the Agreed Syllabus's 8 level scale to set expectations and plan learning opportunities. The scale can also be used to grade assessment tasks, or to report achievement to parents, but this is not a requirement.
- Use the widest possible range of assessment strategies to enable all pupils to show what they know, understand and can do. This might include some testing, but also creative, thoughtful tasks with written, spoken, artistic or other outcomes that show achievement.
- Keep only a small illustrative sample of evidence of RE work done in a class, selecting a small number of pieces of work that show the range of achievements.

In practice this may mean that:

- **In Reception**, pupils' progress in RE is noted through the structures of the Foundation Stage's Learning Goals.
- **In Key Stage One**, teachers may use a small number of pieces of pupils' work as evidence of their attainment and progress at the end of year 2
- **In Key Stage Two**, teachers may sometimes set a piece of classroom work at the end of a unit to gather evidence of achievement, but need not do so in every unit. The

achievement of pupils over the course of a year may be monitored in various ways. Reporting levels to parents, and on transfer to a new school, may be the most straightforward way of giving a clear picture of attainment and progress for many schools. The Agreed Syllabus bridging unit provides a well thought out ready-to-use means of enabling progression and continuity from year 6 to year 7.

- **In Key Stage Three** teachers may use data and evidence from Primary school and their own initial work with year 7 pupils to set a baseline for achievement, and may assess pupils' work in some of the planned units. Over-frequent assessment tends to be invalid and creates an excessive workload for teachers, so a small number of valid, carefully planned and well structured assessment tasks – perhaps as few as 6 across the key stage – might use the levels of the scale. Many schools have found 8 level scaling a powerful tool in motivating pupils, monitoring achievement and raising standards in subjects such as History or Geography, and may aim for similar benefits for standards in RE.
- **In Key Stage Four** the GCSE requirements might be the basis of continuing assessment for pupils.

A ladder of key skills for assessing RE

This simple ladder uses skill terms extracted from the 8 level scale. It is intended to clarify and make explicit the progression of skills which the Agreed Syllabus uses to enable all pupils to achieve in RE. Teachers should use these skills, characteristic of each level, in conjunction with the full text of the scale.

	Learning about religion	Learning from religion
8	Analysing and contextualising their understanding of religion	Justifying their conclusions
7	Beginning to critically evaluate religious questions	Evaluating responses to religious questions insightfully
6	Explaining and interpreting religion	Expressing their own insights into religious questions
5	Explaining the impact of religion	Expressing their own views of religious questions
4	Showing understanding of religion	Applying ideas themselves
3	Describing religion	Making links to their own experience
2	Retelling religious stories, identifying religious materials	Asking questions
1	Recognising religious materials	Talking about religion

Good teaching will share the appropriate skills with pupils and make explicit opportunities, through well designed learning opportunities for pupils to acquire, practice and develop these central skills in RE.

Skills for each level of achievement

This more detailed version of the skills of the eight level scale includes all of the skills which describe pupils' achievements in RE at each level.

	Learning about religion	Learning from religion
8	Analysing and contextualising their understanding of religion; using a comprehensive religious and philosophical vocabulary; using some of the principal methods by which religion is studied	Justifying their conclusions, synthesising a range of evidence, arguments, reflections and examples on the basis of coherent analysis
7	Beginning to critically evaluate religious questions; using a wide philosophical and religious vocabulary to show coherent understanding and analysis	Evaluating responses to religious questions insightfully; articulating personal and critical responses to religious, spiritual and ethical questions
6	Explaining and interpreting religious materials; giving informed accounts of diversity and the impact of religion on life	Expressing their own insights and evaluations of religious questions; considering religious and spiritual challenges and explaining
5	Explaining the impact of religions; suggesting reasons for similarities and differences within and between religions; explaining how sources are used to answer ultimate and ethical questions	Expressing their own views of religious, spiritual and ethical questions; relating to the challenges of and influences on their own ideas from religions
4	Showing understanding of religious materials; using vocabulary and key concepts to link up and describe similarities and differences between varied practice; suggesting the meanings of religious practice	Applying ideas for themselves and describing sources of inspiration and influence; Suggesting answers to various religious spiritual and ethical questions
3	Describing religious materials; making links between stories, beliefs and practices; beginning to identify the impact of religions; recognising some similarities and differences in and between religions; using a religious vocabulary	Reflecting on experiences and asking religious and spiritual questions; making links to their own experience; identifying influences; comparing responses
2	Retelling religious stories; identifying religious materials; suggesting meanings in religious stories; beginning to recognise the importance of religion; showing awareness of some similarities between religions	Asking questions about identity, diversity, belonging, meaning, purpose, truth, values and commitments; responding sensitively to religious materials; reflecting thoughtfully on experiences
1	Recognising, naming and talking about religious materials	Talking about religion; thinking quietly about questions and experiences

I Can...

A tool for using the 8 level scale of expectations in RE for the Agreed Syllabus, 2009

The 8 level scale of Expectations of Standards in RE can be used to generate 'I can' statements for pupils. These kind of statements translate the dense language of the scale into 'pupil friendly' language that is content-specific, helping the teachers and pupils to be clear about the gains in learning that RE seeks and the ways that pupils can demonstrate their achievements.

Here are some examples of 'I can...' statements covering levels 1-8, which teachers across the key stages may find useful. They relate to the programme of study for RE which the Agreed Syllabus (2003) sets out for each key stage. Such statements are particularly useful for setting curriculum and learning objectives, and sharing these with learners to enable clearer understanding of progress and intentions.

They are only examples, and teachers will see how they might be adapted to different curriculum content, or age groups and to different religions. Teachers should seek to generate their own 'I can...' statements. The language here is designed to be more 'pupil friendly' than the scale itself, which is a professional tool for teachers. But you may yet wish to simplify it further for display on the classroom wall, or in conversation with classes about 'what we're looking for in RE'.

The first set in each box relate to AT 1, learning about religion (in plain text).
The second set relate to AT 2, learning from religion (in italics).

It is not possible to be comprehensive in giving 'I can...' statements for all aspects of the syllabus, because they reflect closely what an individual teacher and class does in a lesson or scheme of work. So these are partial, but are included to refer closely to the units in each of key stages 1-3 which the syllabus prescribes.

Building the bridge from the 8 level scale to the classroom is part of the teacher's task. This paper will take you more than half way, but your own school will show the rest of the way. These are written to imply a learning activity very clearly, and as such may not connect with the way any individual school approaches the programme of RE work. They are an illustration of good practice.

<p>I can...</p> <p>AT1:</p> <ul style="list-style-type: none"> ▪ Tell someone three things that happened in the Mary and Joseph story at Christmas. ▪ Say what happened to the Baby Moses after he was left in the bulrushes. ▪ Put six pictures from the Christmas story in the right order. ▪ Identify from six artefacts (or pictures) which three are used in Church and which three are used in a Synagogue. ▪ Say why a cross matters to a Christian. ▪ Talk about a seven branched candlestick: where would you see this, and what does it stand for to Jews? ▪ Tell someone what happens in the Creation story of Genesis, and the creation story of the Hindus. ▪ Say why a Christian might specially care about what Jesus said and did. ▪ Pick out characters and moments of anger, love and danger from the Pesach / Passover story. <p>AT2:</p> <ul style="list-style-type: none"> ▪ <i>Think of some interesting and puzzling questions I'd like to know about to do with God and creation.</i> ▪ <i>Talk about a favourite person in the story of Christmas or Hannukah.</i> ▪ <i>Say what I think is good about sharing things fairly.</i> ▪ <i>Say why unfair shares are a bad idea.</i> ▪ <i>Talk about thanking and being thanked, praising and being praised.</i> ▪ <i>Talk about things that matter most in my bedroom, and things that matter most in a, Synagogue or a Church.</i> ▪ <i>Talk about how it feels to create something myself, and how it would feel to have your creation spoiled.</i> ▪ <i>Respond to symbols of light for myself.</i> ▪ <i>Speak sensitively about my own celebrations and other people's celebrations.</i> 	<p>Level 1 Level 1 Level 1 Level 1</p>
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<p>I Can...</p> <p>AT1:</p> <ul style="list-style-type: none"> ▪ Speak and write about what happens in the Bible's creation story. ▪ Put seven parts of the creation story into the right order (sequencing). ▪ Match up some Christian beliefs to some Christian symbols and artefacts. ▪ Retell a story of Jesus, and say why it might matter to a Christian person. ▪ Use a saying of Jesus as a title and theme to a story made up by me, which is about children of my own age (e.g. 'Love Your Neighbour' or 'Do Not Worry'). ▪ Say what makes the Torah Scroll and the Gospel special, and to whom they are special. ▪ Give a reason why Jewish people like to go to Synagogue. ▪ Suggest what the lesson of Jesus' Parable of the Pearl might be. ▪ Suggest what the story of Hanukkah means for Jews today. <p>AT2:</p> <ul style="list-style-type: none"> ▪ <i>Respond sensitively to stories about people from (e.g.) the Jewish and Christian religions, noticing what matters to them.</i> ▪ <i>Talk about the value of saying sorry and forgiving people.</i> ▪ <i>Respond to stories of kindness, self sacrifice or bravery from sacred texts with my own ideas.</i> ▪ <i>Show a realisation that questions about creation are mysterious and puzzling, but significant: e.g. give two answers to: 'does a beautiful world mean there's a wonderful God?'</i> ▪ <i>Make up some good questions to ask 'the person who knows everything' / God.</i> ▪ <i>Suggest what makes some questions about God interesting and hard to answer.</i> ▪ <i>Discuss or write a reaction to a story with an angel in it: talk about what the angel stands for.</i> ▪ <i>Talk about how a piece of music can express a feeling like joy or excitement, and how singing together (in worship) can make people feel.</i> 	<p>Level 2 Level 2 Level 2 Level 2</p>
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I Can...

AT1:

- Describe three things Christians believe in, and say how the beliefs are shown at Christmas.
- Describe three beliefs that Humanists hold and say what difference the beliefs make in everyday life.
- Describe the importance of two main Muslim beliefs, and say how they are shown in pilgrimage to Makkah.
- Describe four ways Hindus celebrate or worship at home or in the Mandir.
- Describe some symbols of belonging that Hindus and Christians use when they worship.
- Describe how a Bible story is used in Church, and how it may provide a lesson or inspiration to a Christian child.
- Make a link between a piece of Christian music and a Bible text which inspired it.
- Make a link between two Muslim artefacts (e.g. Qur'an stand and Prayer mat) and the fast during Ramadan.
- Make a link between Hindu vegetarianism and the idea that divine life is in every living creature.
- Answer the question 'what is the purpose of a sacred place?' referring to examples from two religions I've studied.
- Answer the question 'what do the religions I've studied say about what God is like?'

AT2:

- *Ask good questions of my own about why worshippers choose to attend Mosque, Mandir or Church.*
- *Ask some questions and suggest some answers about how the Bible influences Christians, and what influences me.*
- *Ask some questions and suggest some answers about how Muslim values like peaceful submission might work out in situations I know well.*
- *Ask some questions and suggest some answers about what I could learn from Hindu stories and beliefs*
- *Suggest some things people do to find peace, stillness and rest (including practices of worship), and some things I do.*
- *Suggest answers Christians and Muslims might give to questions about their practice of giving to charity at Christmas (e.g. Christian Aid) and Zakat (giving charity or alms to the poor).*
- *Suggest answers to questions about why Hajj matters in Islam and why Resurrection matters at Easter in Christianity, making a link to what matters to me.*
- *Make a link between religious leaders who I have studied and the kind of person my friends and I like to 'follow'.*
- *Make a link between my own values about animals and the idea of God as creator of the world.*
- *Make a link between the emotions that my favourite music inspires and the emotions of worship and music found in two religions I have studied (e.g. Christianity and Hinduism).*

Level 3 Level 3 Level 3 Level 3

I Can...

AT1:

- Show that I understand some of the meaning of what Christians and Sikhs say about God.
- Show that I understand how Christian practice today can connect with Jesus' teaching (e.g. linking parables of caring to the work of Christian Aid).
- Show that I understand why a pilgrimage is different from a holiday, and what pilgrims hope for on their religious journeys.
- Show my understanding of the difference between (e.g.) Muslims, Christians, Hindus and Humanists and some of the ways these religions are similar.
- Describe and link up Christian beliefs with Christian behaviour, e.g. belief in God as creator linked to 'green' practice.
- Describe three ways in which Muslim worship shows devotion to Allah.
- Show my understanding of what it means to belong to Sikhism by describing how Amrit feels and what it means to a Sikh person of my age.
- Describe how adult Baptism feels to the young Baptist Christian, comparing it with another 'ceremony of belonging'. Show that I understand the impact of the ritual on life.
- Use the right words to describe my understanding of some Muslim symbols that express faith in Allah.
- Connect some Sikh stories of the Gurus with some of the ideas of the Mool Mantar.
- Describe the impact of two contemporary religious leaders, showing understanding of how they have inspired their followers to make a difference in their community.
- Describe three ways in which life is like a journey and say what the milestones, signposts and destinations are for Christians and Buddhists.

AT2:

- *Devise six good questions about what makes a leader worth following, and suggest how a Sikh might support the idea that Guru Nanak was a good leader.*
- *Ask some questions, and suggest some answers about why Jesus, Bishop Tutu and Jackie Pullinger were willing to practice self sacrifice, considering my own attitudes in the light of these three people.*
- *Apply the idea of inspiration to the teaching of Bible and / or Qur'an to describe how and why Martin Luther King and /or Malcolm X were inspired by their faith to work for racial equality.*
- *Ask some questions and suggest some answers from Islam about life's mysteries, giving my own view on the questions.*
- *Show that I can handle ideas about how a community supports its members by referring to Gurdwaras and Churches, showing my own understanding of what makes community life valuable.*
- *Apply ideas about service to others and a clear mind to my understanding of why many Sikhs think drug abuse is wrong, and state my own ideas of their reasons.*
- *Create a statement of my own beliefs about God, life after death or human values using ideas from two religions I've studied.*
- *Refer to the stories of creation told in two religions, and to scientific accounts of the origins of the universe to say what some of the big issues are in science and religion.*
- *Refer to the teachings of the religions to show that I understand why calligraphy expresses some Muslim spiritual ideas, and crucifix paintings express some Christian ideas*
- *Suggest how a Buddhist might answer four questions I have made up about commitment.*
- *Apply my own ideas about a spiritual question in a poem, painting or design.*
- *Suggest how Christians might answer questions about the value of the sayings of Jesus, and give my own reaction and application to some of the sayings.*

Level 4 Level 4 Level 4 Level 4

I Can...

AT1:

- Explain how Christians and Sikhs share some of their ideas about God
- Explain what a difference the Five Pillars make to Muslim life individually, and in the community of the Ummah.
- Show that I understand why festivals are so popular by referring to some stories, symbols, practices and beliefs in two different festivals.
- Explain how Sikhs and Christians put their beliefs about human equality into action, and what a difference this makes to life and worship.
- Explain how Christian Aid and Islamic Relief put religious beliefs into action in a world of poverty.
- Explain how and why the Pingalwara at Amritsar illustrates all that Guru Nanak stood for, giving my own analysis of its importance in Sikh life today.
- Explain how teaching from the Guru Granth Sahib, the Bible or the Qur'an has authority for believers, referring to the meanings of stories, ideas and teachings and using the language of the traditions.
- Discuss how and why meditation or prayer 'works' for a Buddhist or a Christian, and explain clearly how these practices might clarify the value of silence for any person.
- Explain similarities and differences in the impact of worship and why worship matters to believers in two religions I have studied.
- Give an explanation of the idea of 'guided evolution' and explain how it differs from explanations given by atheists and by Christian creationists.

AT2:

- *Respond in an informed way to what some Christian leaders say about peace and conflict, giving my own views about war and violence.*
- *Explain thoughtfully what Muslims and Christians see as the purpose of life, giving my own views about identity in the light of the learning.*
- *Respond in an informed way to the Sikh idea that God can be found through worship and the reading of the Guru Granth Sahib, giving my own view about spiritual experience.*
- *Explain thoughtfully ideas about whether God may be encountered / heard / felt in the worship of a Church or a Mosque, giving explanations that begin to take the psychology of religion into account.*
- *Refer to atheism and agnosticism in analysing views about whether there is life beyond the grave, expressing views, arguments and ideas of my own.*
- *Give an informed response to issues of moral disagreement (e.g. distribution of wealth, human rights, truth telling) referring to two case studies of believers' responses and values.*
- *Respond in an informed way to the values and practices of the Buddhists seen in the Noble Eightfold Path.*
- *Give an informed response to a question about the destiny of the soul after death, referring to teaching from two religions.*
- *Respond in an informed way to the fact that the twenty richest people in the world own more money than the poorest 48 nations, in the light of Sikh and Christian teaching about wealth.*
- *Connect my own views about some spiritual and religious questions with a point of view I disagree with, explaining in an informed way some differences between respect and intolerance.*

Level 5
Level 5
Level 5
Level 5

I Can...

AT1:

- Give my own interpretation of what is difficult or challenging about being a young Christian or Buddhist in Britain today.
- Explain correctly my interpretation of what a silent video clip of a Bar Mitzvah and a Confirmation mean in Jewish and Christian communities, by devising a commentary for the scene.
- Explain with understanding some ways Jews, Muslims and Christians describe the divine, God or Allah in words and in art (e.g. creeds, scripture, the decoration of Mosques and Churches).
- Give my interpretation of why Buddhist and Sikh dress and food 'laws' are important ways for the communities to express their identity.
- Explain the general idea of belonging to a religion with reference to rituals and commitments in Christian and Sikh practice, using simple sociological explanations.
- Explain with understanding two different Christian views about why people suffer.
- Give a knowledgeable and correct account of what two scientists (e.g. an atheist and a Christian) believe about how the universe began and how human life evolved.
- Give a well informed interpretation of how one religion began and developed through and beyond the life of its 'founder', e.g. Buddhism or Sikhism.
- Give a knowledgeable and correct explanation of the beliefs of a contemporary hero from Christianity, and explain ways in which this person follows the teaching and example of Jesus.

AT2:

- *Express insight of my own into three ways that young people today might be inspired by Martin Luther King (Christian), Aung San Suu Kyi (Buddhist), and / or Malcolm X (Muslim). Give my own response.*
- *Express my own insights into the ideas of Sikhs and Christians about rebirth and about eternal life, relating these ideas to other people's views.*
- *Relate my own opinion about marriage to the vows of a Christian wedding and the hymn called the Lavan used in Sikh marriage, explaining the challenges of marriage from different viewpoints*
- *Relate my explanation of the value of Buddhist meditation or Christian prayer to my beliefs, showing understanding of a religious viewpoint I don't agree with.*
- *Comment respectfully on two opposite viewpoints about a contemporary moral issue, explaining clearly who holds these points of view; give my own insights into the issue.*
- *Explain clearly what I think are the strengths and weaknesses of some Buddhist and Christian ideas about justice and crime, and give clear views of my own.*
- *Give an insightful explanation of what an agnostic might say about God, and how a Christian might respond – then explain my own response.*
- *Give a clear account of two arguments that link belief in God to the origins of the universe and the natural world, explaining the strengths and weakness that I see in the arguments.*
- *Clearly explain what matters most to me, making comparative reference to the ways Christians, Buddhists and / or Sikhs place high value on service to God.*

Level 6 Level 6 Level 6 Level 6

I Can...

AT1:

- Use the language of Christian creeds to analyse the place of Jesus in Christian views of the world, and relate this to my own understanding of what the Gospels mean by calling Jesus 'the Christ' or 'the Son of God'.
- Relate different views from the Buddhist community about values such as compassion and detachment to my own values, using texts from the Dhammapada to explain my reasoning.
- Use the methods of history and social study to relate different views of Christian leaders about dealing with terrorism to varied examples of the Bible's teaching on conflict.
- Use some methods of art criticism and appreciation to relate the use of music and art in worship to the question: 'how can people know the truth about God?', using examples from Britain and an African Christian setting.
- Evaluate some of the different ways Christians react to divorce to Jesus' teaching in the Bible on forgiveness and on sexuality.
- Relate Islamic influences in South Africa to Muhammad's (PBUH) work in creating the Muslim Ummah.
- Relate the idea of secularisation to some ways Christians and Sikhs in the UK today bring up the younger generation, showing some ways in which change and continuity matter and work inside a faith community.
- Use figurative and symbolic language (e.g. incarnation, supremacy, above, Lord, uniqueness) to explain how Christians and Muslims speak of God / Allah, and use the language of religious studies (e.g. transcendence, immanence) to explain similarities and differences between the Islamic and Christian understandings.
- Evaluate Christian beliefs about God as creator to some understandings of the origins of the universe from astrophysics, showing that I can use the language of science and of religion carefully.

AT2:

- *Evaluate some reasons which converts give to explain why they joined their religion, using evidence and examples and responding with my own ideas.*
- *Use evidence and examples to weigh up theist and atheist ideas about where humans come from, explaining why I hold my own views in depth.*
- *Use evidence and examples, weigh up the strengths and weaknesses of the view that following the Ten Commandments and / or the five Precepts would renew or improve our society today.*
- *Use evidence and examples to evaluate how Christians and Buddhists make their moral decisions, referring to specific teaching in sacred texts and specific issues about money, generosity and the pricelessness of life.*
- *Apply arguments and religious ideas about women's and men's roles in society to two case studies of sexism in the workplace or in a religious setting.*
- *Handle effectively evaluative questions about racism and the challenge of equality to and from Christianity: In what ways is Christianity an ant-racist religion?*
- *Identify and analyse examples of questions of value and commitment from history that might challenge Christians or Humanists to avoid hypocrisy, and relate my understanding to the answers they might give.*
- *Evaluate accounts of evil from Christianity, Buddhism, psychology and horror movies, suggesting how my own insights about evil relate to each of these sources or systems of belief.*

Level 7 Level 7 Level 7 Level 7

I Can...

AT1:

- Analyse some ways in which Christians root their environmental action in scripture and ideas of God as creator and sustainer of life.
- Analyse the reasons why some people might call Jesus a liberator, a liar or a lunatic, and others call him God incarnate.
- Analyse and account for the growth of Buddhism in the west, referring to some case studies of Western people who have become Buddhists and using evidence and argument to explain their point of view and mine.
- Analyse some Muslim viewpoints on law and society in the UK in the light of the Qur'an's teaching on Shariah.
- Give an account of some examples of Sikh community life in (e.g.) Southall, Leicester and Amritsar referring to social and religious factors in the ways these communities have developed.
- Account for the use of metaphorical language in the way some sacred texts (Mool Mantar, Apostle's Creed, 1st Surah of the Holy Qur'an) speak of the divine.
- Give an account of why some people pray daily, and others never, in the light of experiences, evidence and arguments about answered prayer and unanswered prayer.
- Analyse two opposing interpretations of the Bible's teaching about divorce and remarriage in the gospels, accounting for the divergent views of the issue found among Quakers, Methodists and Catholics.
- Analyse the statement 'theodicy is impossible after Auschwitz.' Account for different responses to the idea.
- Account for the continuing popularity of Christmas in a secularising and pluralizing United Kingdom, using varied interpretations of the evidence.

AT2:

- *Argue in an informed way the case for my own values about using intoxicants, with reference to examples from Methodist Christianity and British Buddhism or Islam.*
- *Analyse why six religions that all preach peace are involved in over 100 civil and international conflicts in the world today.*
- *Use religious concepts from Sikhism to explain arguments for and against the reality of God, giving an informed account of my own position.*
- *Give well argued explanations of why inter religious understanding can make peace making between communities easier, supporting my views with evidence and examples.*
- *Relate the idea of a free floating non-religious spirituality for young people in Britain today to the prevalent attitude that 'religion is irrelevant, but spirituality is vibrant': Arguing an answer to the question: can you be committed to a spirituality without a tradition or a community?*
- *Consider in a well informed way how people in two religions (e.g. Buddhists and Jews) might influence my own ideas about responding to suffering and evil.*
- *Give a well informed argument in favour of Christian and / or Muslim views about the priority of marriage over any other context for family life and sexual fulfilment, and argue my own reaction.*
- *Use my analysis of key values in Christianity to suggest how Jesus might criticise or judge aspects of contemporary society, offering examples and arguments to support my case.*
- *Use my analysis of stories of answered prayer and unanswered prayer to write a balanced account of prayer that refers to psychology and philosophy.*

Level 8
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Level 8

Notes

It cannot be overemphasised that these are just examples but they are intended to show how the generalised, dense language of the 8 level scale actually might work when translated into specific content and tasks. Here we build specifics onto the general foundation of the scale.

Teachers might take any unit from the syllabus and write some 'I can...' statements which put the learning targets into pupil friendly speech. This is easier than it might look, but usually needs to be drafted and redrafted. Working with a colleague is very helpful. As always, the teacher's judgement about the best fit of a level to a piece of work is central. The scale is just as useful in setting tasks and expectations as it is in weighing up what pupils have achieved: maybe more so.