

**Subject: RMPS**  
**(Religious, Moral & Philosophical Studies)**

**Year and Term**  
**2024-25 Autumn Term**

**Time of Assessment**  
**Half Term 1**

**Knowledge to be Assessed:**

- Students need to know what is meant by a 'big question' (an open question that has no right/wrong answer and which can be debated).
- Students have explored what atheism, agnosticism and theism entails.
- The focus of our studies has been on three big questions and the ways in which religious and non-religious people have tried to answer:
  1. Does God exist?
  2. How was the world created?
  3. Is there life after death?
- We have also explored the relationship between religion and science and whether it is possible to believe in both at the same time.



**Skills to be assessed:**

- **Describing** religious and non-religious beliefs and practices.
- **Explaining** reasons for different religious and non-religious beliefs and practices
- **Interpreting** the meaning and importance of religious teachings/non-religious beliefs.

**Resources to help Revision:**

- All students have been given a paper copy of a revision knowledge organiser that has been designed specifically for this topic/assessment by the RMPS department. An electronic copy can be found on their individual class Teams page.
- If students wish to extend their knowledge and understanding they can visit the following:
  - <https://www.bbc.co.uk/bitesize/guides/zv2fgwx/revision/1>
  - <https://www.bbc.co.uk/bitesize/articles/zbgp7nb>

**Grade Descriptors: How the assessment is graded?**

Emerging	Developing	Secure	Mastering	Extending
Students have shown that they have shown some <b>awareness</b> of what a big question is or how they can be answered.	Students will have successfully <b>identified</b> some Big Questions they have studied/understanding of some of the key concepts.	Students will have <b>described</b> in detail, using key words and ideas, what exactly a 'Big Question' is and some of the ways religious and non-religious people answer them.	Students will show that they can <b>explain</b> reasons for the different ways in which people answer big questions, including examples from our studies.	Students will have <b>interpreted</b> why these big questions have played such an important role in the development of religious and non-religious belief systems.