

Subject: RMPS
(Religious, Moral & Philosophical Studies)

Year and Term
2024-25 Winter Term

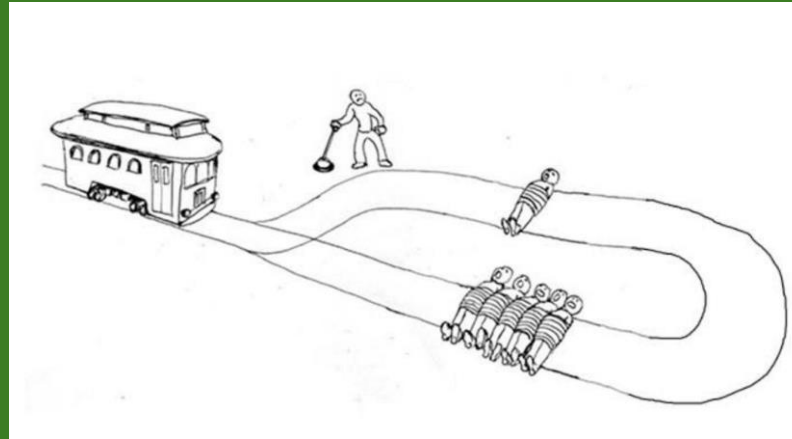
Time of Assessment
Term 1

Knowledge to be Assessed:

Students have been studying the philosophical pursuits of Morality and Ethics at the start of Y9 and have explored famous thought experiments such as Philippa Foot's 'Trolley Problem' and Immanuel Kant's 'Axe Murderer' (on the morality of lying).

They have studied 'absolute' and 'relative' morality. Absolute morality maintains that certain things are always right and wrong whereas relative morality purports that we must judge a situation based on its own merits.

Students have also explored some religious teachings on morality including justice, stewardship and compassion, looking at examples from Christianity to support.



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.
- **Examine and Compare** religious and non-religious beliefs.
- **Evaluation** of religious/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/z9c4srd/revision/2>
- <https://oxfordstudycourses.com/blog/morality-absolute-relative>

Grade Descriptors: How the assessment is graded?

Emerging

Students will have **described** what is meant by absolute and relative morality, using key words and detail to show your knowledge.

Developing

Students will be given a scenario and will have **explained** what an absolutist and a relativist might do in this situation and why.

Secure

Students will have **interpreted** what a religious perspective might be on this situation (using specific religious teachings to demonstrate knowledge and understanding).

Mastering

Students will have **examined and compared** different responses to this dilemma, fully explaining each point of view and supporting with evidence and/or examples.

Extending

Students will have **critically evaluated** what the right thing to do in this situation is. Looking at a balanced variety of points and bringing everything together with a conclusion at the end.