

Subject: RMPS
(Religious, Moral & Philosophical Studies)

Year and Term
2024-25 Winter Term

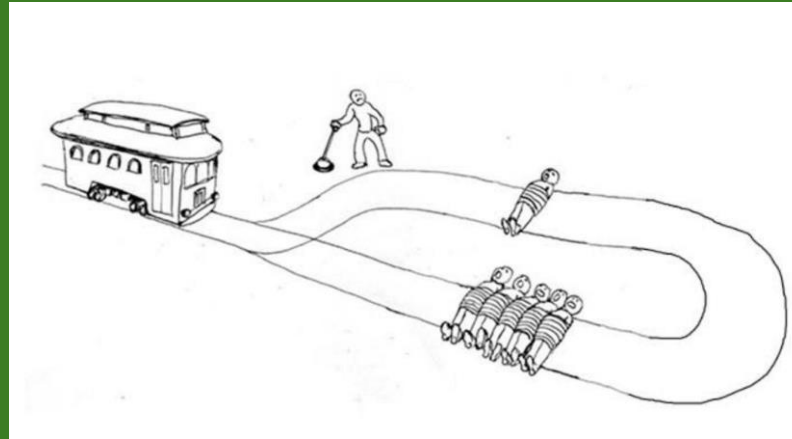
Time of Assessment
Term 1

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.

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Year and Term
2024-25 Spring Term

Time of Assessment
Half Term 5

Knowledge to be Assessed:

Students have been studying a topic on 'Crime and Punishment' and the assessment will be focussed on the six main aims of punishment:

- Reformation
- Vindication
- Retribution
- Deterrence
- Protection
- Reparation

Students have studied these aims individually, the pros and cons of each and the Christian and Muslim perspectives on the aims of punishment.



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/znfdpg8/revision/4>
- <https://quizlet.com/gb/694416858/criminology-unit-4-ac22-aims-of-punishment-flash-cards/>

Grade Descriptors: How the assessment is graded?

Emerging	Developing	Secure	Mastering	Extending
Students will have described what the aims of punishment are in detail and using key words and vocabulary.	Students will have explained why some people might agree or disagree with particular aims of punishment.	Students will have interpreted what a religious perspective might be on the aims of punishment (using specific religious teachings to demonstrate knowledge and understanding).	Students will have examined and compared different perspectives on the aims of punishment fully explaining each point of view and supporting with evidence and/or examples.	Students will have critically evaluated what the most important aim of punishment is. Looking at a balanced variety of points and bringing everything together with a conclusion at the end.

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**Year and Term
2024-25 Summer Term**

**Time of Assessment
Half Term 5**

Knowledge to be Assessed:

Students have studied different types of poverty and its causes in Britain and across the world. They have also studied in depth the religious views and teachings on helping those in need and the acquisition and use of wealth including the following:

- Compassion – caring for those less fortunate than yourself.
- Stewardship – the belief that humans have a duty to care for God’s creation.
- The example of Jesus who helped those in need in a variety of ways.
- The Parable of the Good Samaritan in demonstrating the meaning of the commandment ‘love thy neighbour’.

While the religious views primarily focus on Christianity students will also have explored other faiths.

They have also explored the debate of whether or not we all have a duty to help those in need.



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/zdrxbdm/revision/6>
- <https://www.bbc.co.uk/bitesize/guides/zhbpfcw/revision/4>

Grade Descriptors: How the assessment is graded?

Emerging	Developing	Secure	Mastering	Extending
Students will have described some relevant points of view with regards to the debate of whether we should help those in need.	Students will have explained why some people agree and disagree that we all have a duty to help those in need.	Students will have interpreted what a religious perspective might be this issue (using specific religious teachings to demonstrate knowledge and understanding).	Students will have examined and compared different perspectives on this issue, fully explaining each point of view and supporting with evidence and/or examples.	Students will have critically evaluated whether all people have a duty to help the poor. Looking at a balanced variety of points and bringing everything together with a conclusion at the end.