



Schola Europaea / Office of the Secretary-General

Pedagogical Development Unit

Ref.: 2019-01-D-45-en-4

Orig.: EN

Attainment descriptors for Religion – S1-S7¹

Approved by the Joint Teaching Committee at its meeting of 7 and 8 February 2019 in Brussels

Already in force for S1-S5

Immediate entry into force for S6

Entry into force on 1 September 2020 for S7

¹ The document “Attainment descriptors for Religion – S6-S7” (ref. 2019-01-D-45-en-3) was approved by the Joint Teaching Committee at its meeting of 13 and 14 February 2020 in Brussels

Basic competences

Attainment descriptors (general)

Attainment descriptors 1st cycle (S1-S3)

Attainment descriptors 2nd cycle (S4-S5)

Attainment descriptors 3rd cycle (S6-S7)

1. Basic Competences in Religious Education

Preliminary remarks

In the course of their lifetime, people have to "solve" a plethora of developmental tasks². This refers to tasks that relate to a person's personal development. The abundance of such developmental tasks arises predominantly in four spheres of life. Everybody has the task:

- to become one's own person, i.e. to accept and develop oneself,*
- to live with others,*
- to grow into culture and civilization,*
- to judge and act politically, ie. also: to strive for a life in harmony with nature and to take responsibility for the one world³*

Teaching religion to adolescents

- gives the opportunity to reflect and deepen their own identity and spirituality*
- to become acquainted with traditions and ways of life of their faith*
- enables basic inter-religious learning, dialogue and participation in multicultural and pluricultural environment*
- allows an examination of the ethical-philosophical dimension of life*

This helps them to better solve the developmental tasks in the above areas of life. Encountering religion in a scholastic framework thus offers reflection upon the many impulses of lifestyle for an individual, for living together with others and for responsible political action

Definition of basic competences in Religious Education:

² *The concept of development tasks was first defined by Robert J. Havighurst.*

³ *Development tasks in the areas of life according to Franz W. Niehl.*

Religious education promotes the ability to use the knowledge and skills that a student can bring in essential areas of life⁴ in order to use critical thinking and responsible behavior in conjunction with the faith “tradition”, other religions, secular cultures and personal development and spirituality.

In three important domains, religion courses from S1 - S7 can contribute to the development of the adolescents.

TO KNOW THE WORLD:

Become familiar with forms of religious expression

UNDERSTANDING THE WORLD:

Develop religious literacy

ACT IN THE WORLD:

Connecting religion with personal life

The following three key competences concretize the basic competences in S1 - S7 as defined before:

Become familiar with forms of religious expression:

the student is able to recognize, compare and interpret key elements of major religions through their texts, symbols, expressions of art, rituals and sacred places

Develop religious literacy:

⁴ *These are the areas of life mentioned above: becoming one's own person, living together with others, growing into civilization and culture and living in nature and the one world (according to Robert Havinghurst).*

the student is able to recognize, understand, interpret and apply the symbolic language of religious texts, terminology and symbolic expression in major religions

Link religion with personal life:

the student is able to understand beliefs, reasonings and ways of acting inspired by major religions, to compare them with positions of their religion of reference and to relate them to situations of everyday life and global issues (with a focus on their ethical dimension)

II. Attainment descriptors in religious education

<i>Observation cycle (s1-3)</i>	<i>Pre-orientation cycle (s4-5)</i>	<i>Orientation cycle (s6-7)</i>
<i>Understanding of a text of the religious tradition</i>	<i>Analysis of a text of the religious tradition</i>	<i>Critical reflection and interpretation of a text of the religious tradition (hermeneutical competences)</i>
<i>Identification of specifics of a religious tradition and recognition of their social and cultural implication</i>	<i>Description of specifics of the religious tradition and reflection upon their social and cultural implication</i>	<i>Contextualisation of religion in society and culture</i>
<i>Identification of values in religion and society</i>	<i>Description of values in religion and society</i>	<i>Critical discussion and reflection of values in religion and society</i>
<i>Recognition and understanding of religious terminology</i>	<i>Self-expression on religious topics using relevant terminology</i>	<i>Articulation of an autonomous view and demonstration of a critical understanding of religious and social topics, using relevant terminology</i>
<i>Identification of ethical consequences of religion</i>	<i>Description and discussion of ethical consequences of religion in relation to everyday life</i>	<i>Critical and reasoned reflection upon ethical priorities within religion and society</i>
<i>Identification of religious issues impacting contemporary Europe</i>	<i>Discussion of religious issues impacting contemporary Europe</i>	<i>Proposal of a personal response to religious issues impacting contemporary Europe</i>
<i>Identification of similarities and differences to other religions and worldviews</i>	<i>Demonstration of awareness of cooperation and divergence of religious and non-religious worldviews</i>	<i>Ability to engage in a constructive dialogue with people of other religious and non-religious worldviews</i>

III. Attainment Descriptors for the end of S3

Mark	Denominator	Grade	Competences - Cycle 1
9-10	Excellent	A	<p>The student clearly understands a text from his or her religious tradition and presents it methodically correct, relevant and clear.</p> <p>The student fully and clearly recognizes one or more specific aspects of the religious tradition and describes them in detail in the context of their social and cultural contexts.</p> <p>The student fully and clearly recognizes and explains one or more specific values relevant to / in religion and society.</p> <p>The student independently recognizes religious terminology and understands it accurately and in detail.</p> <p>The student fully and clearly recognizes the ethical consequences of religion and explains it comprehensively in relation to everyday life.</p> <p>The student describes in detail, clearly and comprehensively one or more religious themes that affect coexistence in today's Europe.</p> <p>The student recognizes the similarities and differences from other religions and worldviews and presents them on the basis of an accurate and well-informed understanding.</p>

Mark	Denominator	Grade	Competences - Cycle 1
8- 8.9	Very good	B	<p><i>The student understands a text from his or her religious tradition and presents it methodically correct, clear and precise.</i></p> <p><i>The student recognizes one or more specific aspects of the religious tradition and describes them in detail in the context of their social and cultural contexts.</i></p> <p><i>The student recognizes one or more specific values in their religious and social significance.</i></p> <p><i>The student recognizes religious terminology and understands it accurately and in detail.</i></p> <p><i>The student recognizes the ethical consequences of religion and explains it in detail in relation to everyday life.</i></p> <p><i>The student clearly and comprehensively describes one or more religious issues that affect coexistence in today's Europe.</i></p> <p><i>The student recognizes the commonalities and differences from other religions and worldviews and presents them on the basis of an accurate and mostly well-informed understanding.</i></p>
7- 7.9	Good	C	<p><i>The student understands a text from his or her religious tradition and presents it methodically correct, clear and pertinent.</i></p> <p><i>The student recognizes one or more specific aspects of the religious tradition and describes them in their social and cultural contexts.</i></p> <p><i>The student recognizes at least one specific value in its religious and social significance.</i></p> <p><i>The student recognizes religious terminology and understands it technically correct.</i></p> <p><i>The student recognizes the ethical consequences of religion and explains it in relation to everyday life.</i></p> <p><i>The student clearly describes one or more religious issues that affect coexistence in today's Europe.</i></p> <p><i>The student recognizes the commonalities and differences from other religions and beliefs and presents them on the basis of an accurate or well-informed understanding.</i></p>

<i>Mark</i>	<i>Denominator</i>	<i>Grade</i>	<i>Competences - Cycle 1</i>
6- 6.9	Satisfactory	D	<p><i>The student understands a text from his or her religious tradition and presents it mostly clear and factually correct.</i></p> <p><i>The student adequately recognizes one or more specific aspects of the religious tradition and describes them in their social and cultural contexts.</i></p> <p><i>The pupil adequately recognizes at least one specific value in its religious and social significance.</i></p> <p><i>The student recognizes religious terminology and understands it adequately.</i></p> <p><i>The student recognizes the ethical consequences of religion and adequately explains it in relation to everyday life.</i></p> <p><i>The student adequately describes at least one religious topic that affects coexistence in today's Europe.</i></p> <p><i>The student recognizes and represents the similarities and differences with other religions and worldviews.</i></p>

Mark	Denominator	Grade	Competences - Cycle 1
5-5.9	Sufficient	E	<p><i>The student partially understands a text from his or her religious tradition and presents it only inaccurately and somewhat factually correct.</i></p> <p><i>The student recognizes in part at least one specific aspect of the religious tradition and describes it in a limited context of its social and cultural contexts.</i></p> <p><i>The student partially recognizes at least one specific value in its religious and social significance.</i></p> <p><i>The student recognizes religious terminology and understands it to a limited extent.</i></p> <p><i>The student recognizes the ethical consequences of religion and explains it reasonably well in relation to everyday life.</i></p> <p><i>The student describes in part at least one religious topic that affects coexistence in today's Europe.</i></p> <p><i>The student partially recognizes the similarities and differences with other religions and worldviews.</i></p>
3-4.9	Failed / weak	F	<p><i>The pupil partly understands a text from his or her religious tradition and presents it inaccurately and minimally factually correct.</i></p> <p><i>The pupil recognizes in part at least one specific aspect of the religious tradition and partly describes its social and cultural contexts.</i></p> <p><i>The student partially recognizes at least one specific value, either in its religious or in its social significance.</i></p> <p><i>The student recognizes only limited religious terminology and understands it only improperly.</i></p> <p><i>The student only partially recognizes the ethical consequences of religion and does not adequately explain it in relation to everyday life.</i></p> <p><i>The student inadequately describes a religious issue that affects coexistence in today's Europe.</i></p> <p><i>The pupil hardly recognizes the similarities and differences with other religions and world views.</i></p>

<i>Mark</i>	<i>Denominator</i>	<i>Grade</i>	<i>Competences - Cycle 1</i>
0-2.9	Failed / very weak	FX	<p><i>The student understands a / no text from his or her religious tradition and presents it without factual correctness.</i></p> <p><i>The student hardly recognizes any specific aspect of the religious tradition and / or describe it in its social and cultural contexts.</i></p> <p><i>The student can hardly / not recognize a specific value either in its religious or in its social significance.</i></p> <p><i>The student hardly recognizes any religious terminology.</i></p> <p><i>The student can hardly / no recognize any ethical consequences of religion in relation to everyday life.</i></p> <p><i>The student can barely describe a religious issue that affects co-existence in today's Europe.</i></p> <p><i>The student recognizes almost no similarities and differences from other religions and worldviews.</i></p>

IV. Attainment Descriptors for the end of S5

Mark	Denominator	Grade	Competences - Cycle 2
9-10	Excellent	A	<p><i>The student analyses in-depth a text of the religious tradition methodically, clearly and accurately.</i></p> <p><i>The student fully and clearly describes one or more specific aspects of the religious tradition and reflects in-depth upon its/their social and cultural implication.</i></p> <p><i>The student fully and clearly describes one or more specific values in religion and in society.</i></p> <p><i>The student expresses him-/herself autonomously on a religious topic and uses religious terminology accurately, clearly and relevantly.</i></p> <p><i>The student fully and clearly describes and discusses in-depth the ethical consequences of religion in relation to everyday life.</i></p> <p><i>The student discusses fully, clearly and in-depth one or more religious issues impacting contemporary Europe.</i></p> <p><i>The student demonstrates clear and informed awareness of religious/secular and interfaith cooperation and divergence.</i></p>
8-8.9	Very good	B	<p><i>The student analyses a text of the religious tradition methodically, clearly and accurately.</i></p> <p><i>The student clearly describes one or more specific aspects of the religious tradition and reflects in-depth upon its/their social and cultural implication.</i></p> <p><i>The student clearly describes one or more specific values in religion and in society.</i></p> <p><i>The student expresses him-/herself on a religious topic and uses religious terminology accurately, clearly and relevantly.</i></p> <p><i>The student clearly describes and discusses in-depth the ethical consequences of religion in relation to everyday life.</i></p> <p><i>The student discusses clearly and in-depth one or more religious issues impacting contemporary Europe.</i></p> <p><i>The student demonstrates mostly clear and informed awareness of religious/secular and interfaith cooperation and divergence.</i></p>

Mark	Denominator	Grade	Competences - Cycle 2
7- 7.9	Good	C	<p><i>The student analyses a text of the religious tradition methodically, clearly and relevantly.</i></p> <p><i>The student clearly describes one or more specific aspects of the religious tradition and reflects upon its/their social and cultural implication.</i></p> <p><i>The student clearly describes at least one specific value in religion and in society.</i></p> <p><i>The student expresses him-/herself on a religious topic and uses religious terminology clearly and relevantly.</i></p> <p><i>The student clearly describes and discusses the ethical consequences of religion in relation to everyday life.</i></p> <p><i>The student discusses in a clear way one or more religious issues impacting contemporary Europe.</i></p> <p><i>The student demonstrates clear or informed awareness of religious/secular and interfaith cooperation and divergence.</i></p>
6- 6.9	Satisfactory	D	<p><i>The student analyses a text of the religious tradition clearly enough and accurately enough.</i></p> <p><i>The student adequately describes one or more specific aspects of the religious tradition and reflects upon its/their social and cultural implication.</i></p> <p><i>The student adequately describes at least one specific value in religion and in society.</i></p> <p><i>The student expresses him-/herself on a religious topic and uses relevant religious terminology.</i></p> <p><i>The student adequately describes and discusses the ethical consequences of religion in relation to everyday life.</i></p> <p><i>The student adequately discusses at least one religious issue impacting contemporary Europe.</i></p> <p><i>The student demonstrates awareness of religious/secular and interfaith cooperation and divergence.</i></p>

Mark	Denominator	Grade	Competences - Cycle 2
5- 5.9	Sufficient	<i>E</i>	<p><i>The student partially analyses a text of the religious tradition with some clarity and with some accuracy.</i></p> <p><i>The student partially describes at least one specific aspect of the religious tradition and reflects to some degree upon its social and cultural implication.</i></p> <p><i>The student partially describes at least one specific value in religion and in society.</i></p> <p><i>The student expresses him-/herself on a religious topic and makes limited use of religious terminology.</i></p> <p><i>The student adequately describes and adequately discusses the ethical consequences of religion in relation to everyday life.</i></p> <p><i>The student partially discusses at least one religious issue impacting contemporary Europe.</i></p> <p><i>The student demonstrates limited awareness of religious/secular and interfaith cooperation and divergence.</i></p>
3- 4.9	Failed / weak	<i>F</i>	<p><i>The student partially analyses a text of the religious tradition with very little clarity and with very little accuracy.</i></p> <p><i>The student partially describes at least one specific aspect of the religious tradition and/or partially reflects upon its social and cultural implication.</i></p> <p><i>The student partially describes at least one specific value, but only in religion or in society.</i></p> <p><i>The student expresses him-/herself on a religious topic using religious terminology incorrectly.</i></p> <p><i>The student describes and discusses in a limited way the ethical consequences of religion in relation to everyday life.</i></p> <p><i>The student discusses the religious issue in a limited way and insufficiently describes the impact on contemporary Europe.</i></p> <p><i>The student shows little awareness of religious/secular and interfaith cooperation and divergence.</i></p>

<i>Mark</i>	<i>Denominator</i>	<i>Grade</i>	<i>Competences - Cycle 2</i>
0-2.9	<i>Failed / very weak</i>	<i>FX</i>	<p><i>The student attempts or fails to analyse a text of the religious tradition with no clarity and with no accuracy.</i></p> <p><i>The student attempts or fails to describe any specific aspect of the religious tradition and/or attempts or fails to reflect upon its social and cultural implication</i></p> <p><i>The student attempts or fails to describe at least one specific value, but only in religion or in society.</i></p> <p><i>The student does not use religious terminology.</i></p> <p><i>The student attempts or fails to describe and discuss the ethical consequences of religion in relation to everyday life.</i></p> <p><i>The student attempts or fails to discuss any religious issue.</i></p> <p><i>The student attempts or fails to show awareness of religious/secular and interfaith cooperation and divergence.</i></p>

V. Attainment Descriptors for the end of S7

Mark	Denominator	Grade	Competences - Cycle 3
9-10	Excellent	A	<p><i>The student reflects and interprets a text of the religious tradition critically and in-depth methodically, clearly and accurately.</i></p> <p><i>The student fully and clearly describes and analyses the context of religion in society and culture.</i></p> <p><i>The student fully and clearly discusses and reflects critically values in religion and in society.</i></p> <p><i>The student articulates an autonomous view and demonstrates a critical understanding of religious and social topics and uses relevant terminology accurately, clearly and relevantly.</i></p> <p><i>The student fully and clearly reflects critically upon and uses in-depth reasoning when discussing ethical priorities within religion and society.</i></p> <p><i>The student formulates fully, clearly and in-depth a personal response to religious issues impacting contemporary Europe.</i></p> <p><i>The student demonstrates his/her ability to engage in a constructive dialogue with people of other religious and non-religious worldviews in a clear and informed manner.</i></p>
8-8.9	Very good	B	<p><i>The student reflects and interprets a text of the religious tradition critically and methodically, clearly and accurately.</i></p> <p><i>The student clearly describes and analyses the context of religion in society and culture.</i></p> <p><i>The student clearly discusses and reflects critically values in religion and in society.</i></p> <p><i>The student articulates a view and demonstrates a critical understanding of religious and social topics and uses relevant terminology accurately, clearly and relevantly.</i></p> <p><i>The student clearly reflects critically upon and uses in-depth reasoning when discussing ethical priorities within religion and society.</i></p> <p><i>The student formulates clearly and in-depth a personal response to religious issues impacting contemporary Europe.</i></p>

Mark	Denominator	Grade	Competences - Cycle 3
			<p><i>The student demonstrates a mostly clear and informed ability to engage in a constructive dialogue with people of other religious and non-religious worldviews in a mostly clear and informed manner.</i></p>
7-7.9	Good	C	<p><i>The student reflects and interprets a text of the religious tradition critically, methodically, clearly and relevantly.</i></p> <p><i>The student clearly describes and analyses one or more specific aspects of the context of religion in society and culture.</i></p> <p><i>The student clearly discusses and analyses critically some specific aspect of values in religion and in society.</i></p> <p><i>The student articulates a view and demonstrates an understanding of religious and social topics and uses relevant terminology clearly and relevantly.</i></p> <p><i>The student clearly reflects critically upon and uses reasoning when discussing ethical priorities within religion and society.</i></p> <p><i>The student formulates in a clear way a personal response to one or more religious issues impacting contemporary Europe.</i></p> <p><i>The student demonstrates a clear or informed ability to engage in a constructive dialogue with people of other religious and non-religious worldviews.</i></p>

<i>Mark</i>	<i>Denominator</i>	<i>Grade</i>	<i>Competences - Cycle 3</i>
6-6.9	<i>Satisfactory</i>	<i>D</i>	<p><i>The student reflects and interprets a text of the religious tradition clearly enough and accurately enough.</i></p> <p><i>The student adequately describes and analyses one or more specific aspects of the context of religion in society and culture.</i></p> <p><i>The student adequately discusses and analyses at least one specific aspect of values in religion and in society.</i></p> <p><i>The student articulates a view and demonstrates some understanding of religious and social topics and uses relevant terminology.</i></p> <p><i>The student reflects somewhat critically when discussing ethical priorities within religion and society</i></p> <p><i>The student adequately formulates a personal response to at least one religious issue impacting contemporary Europe.</i></p> <p><i>The student demonstrates ability to engage in a constructive dialogue with people of other religious and non-religious worldviews.</i></p>

Mark	Denominator	Grade	Competences - Cycle 3
5- 5.9	Sufficient	E	<p><i>The student partially reflects and interprets a text of the religious tradition with some clarity and with some accuracy.</i></p> <p><i>The student partially describes and analyses at least one specific aspect of the context of religion in society and culture.</i></p> <p><i>The student partially discusses and analyses at least one specific aspect of values in religion and in society.</i></p> <p><i>The student articulates a view and demonstrates some understanding of religious and social topics and makes limited use of religious terminology.</i></p> <p><i>The student adequately reflects upon ethical priorities within religion and society.</i></p> <p><i>The student partially formulates a personal response to at least one religious issue impacting contemporary Europe.</i></p> <p><i>The student demonstrates limited ability to engage in a constructive dialogue with people of other religious and non-religious worldviews.</i></p>
3- 4.9	Failed / weak	F	<p><i>The student partially reflects and interprets a text of the religious tradition with very little clarity and with very little accuracy.</i></p> <p><i>The student partially describes at least one specific aspect of the context of religion in society and culture.</i></p> <p><i>The student partially discusses and analyses at least one specific aspect of values, but only in religion or in society.</i></p> <p><i>The student articulates a view but poorly demonstrates some understanding of religious and social topics, using religious terminology incorrectly.</i></p> <p><i>The student reflects upon ethical priorities within religion and society in a limited way.</i></p> <p><i>The student formulates a personal response to at least one religious issue impacting contemporary Europe in a limited and insufficient way.</i></p> <p><i>The student demonstrates poor ability to engage in a constructive dialogue with people of other religious and non-religious worldviews.</i></p>

<i>Mark</i>	<i>Denominator</i>	<i>Grade</i>	<i>Competences - Cycle 3</i>
0-2.9	Failed / very weak	<i>FX</i>	<p><i>The student fails to reflect and interpret a text of the religious tradition.</i></p> <p><i>The student attempts or fails to describe and analyse any specific aspect of the context of religion in society and culture.</i></p> <p><i>The student attempts or fails to discuss and analyse at least one specific aspect of values, be it in religion or in society.</i></p> <p><i>The student articulates a view but fails to demonstrate some understanding of religious and social topics and does not use religious terminology.</i></p> <p><i>The student attempts or fails to reflect upon ethical priorities within religion and society.</i></p> <p><i>The student attempts or fails to formulate a personal answer to any religious issue impacting contemporary Europe.</i></p> <p><i>The student attempts or fails to show ability to engage in a constructive dialogue with people of other religious and non-religious worldviews.</i></p>