AMV Assessment Exemplar: Key Stage 2 (Upper) Unit 8

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| **Title: What do people believe about life? Areas of Enquiry: A&E**  **Key Question:** Does it matter if there is a God?  **Outcomes: *Investigation of religious and non-religious worldviews:*** *a:* describe and explain different ideas about God with reference to two religions or one religion and a non-religious worldview; ***Christianity*** *d:* describe and compare different ideas Christians may have about salvation and life after death with reference to key texts; ***Throughout:*** provide good reasons for the views they have and the connections they make. | | | | |
| **Context / Prior Learning:** Pupils have looked at religious ideas of God. They have looked at some key concepts about God e.g. creator, all-powerful, capable of miraculous events etc. They have also considered some non-religious explanations e.g. origin of universe, how we should live. | | | | |
| **Assessment Activity – Pupils:** | | **Developing – Pupils:** | **Secure – Pupils:** | **Exceeding – Pupils:** |
| * engage in a debate about the key question. [Pupils could put ‘God in the dock’!] * provide evidence for and against belief in God [not prove existence]; * assemble arguments for and against and link to ‘balanced arguments’ in English lessons. | | * show a simple understanding of belief, e.g., *“Religion is important to believers as it means life means something*”; * explain that non-religious people also have a sense of purpose, e.g., *“Even if you don’t believe in God you can still care about others”.* | * explain how many believers feel that faith in God gives their life purpose, e.g. *“It means you have to be kind to people and look after others. For example Jesus said that you must love your enemies”*, or “*People of faith don’t think this life is all there is. Many believe in a life after death”* or *“Jews believe they have a covenant with God and they have a special relationship. This is an important part of their identity”;* * show how some non-religious people make use of ‘reason’ in debates about God, e.g., “*Some people don’t believe in God. They don’t think there is any evidence. However they still believe you need to be kind to others and live a good life*”; * show how ‘science’ might figure in debates about God, e.g., with some arguing that it can provide explanations for the origins of the universe, evolution and even for human existence, while others argue that God lies outside of what science can discover. | * articulate religious concepts with analysis, rather than just stating a belief, e.g. *“Christians believe in the incarnation, which means that God has come to Earth. It matters how you live because of this”.* |
| **Key Concepts**   * reason * belief * purpose | **Pupils’ Attainment (names)** |  |  |  |