AMV Assessment Exemplar: Key Stage 2 Unit 3

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| **Title: Why do religious books and teachings matter? Areas of Enquiry: C&F****Key Question:** What do people believe about the Bible and learn from it?**Outcomes: *Investigation of religious and non-religious worldviews:*** *c:* link their own ideas about how to lead a good life to the teachings of religions and beliefs being studied; ***Christianity*** *d:* describe the importance of the Bible for Christians and give examples of how it is used; ***Throughout:*** provide good reasons for the views they have and the connections they make. |
| **Context / Prior Learning:** Assessment to be read alongside (and can be integrated into) Lesson 9 of Exemplar 2031. |
| **Assessment Activity – Pupils:** | **Developing – Pupils:**  | **Secure – Pupils:**  | **Exceeding – Pupils:** |
| * annotate a given simple storyboard version of the Good Samaritan showing who was kind and who was not (this can include thought bubbles). From reading this story how might a Christian be inspired to live a better life?
* draw a mind map centred around ‘Bible’, and include what Christians believe about the Bible / what makes it important for them, how the Bible came to exist and examples of how it is used.
 | * talk about what they feel good people do, e.g. “good people look after injured people”;
* communicate what they think about the Bible, e.g., “The Bible is a big book with lots of nice stories”.
 | * link their own ideas about how to lead a good life to the teachings of religions and beliefs being studied, e.g., “Like the Good Samaritan, I also try to be good by helping everybody I meet – even if they are not my friend and even if they are very different to me and my family. I might now help my Hindu elderly neighbour sweep the leaves from outside their flat”;
* describe the importance of the Bible for Christians and give examples of how it is used, e.g., “Christians believe it is from God” and “Christians read it every day” and “some Christians might try to get advice from the Bible stories”.
 | * ask questions such as “Why do you think Jesus told this story?”
* offer responses to what might happen if different moral decisions were made, e.g., “I think the whole world would be a much better place if everybody cared about each other”;
* use religious vocabulary and describe differences in practices, e.g., “Some Christians believe it is the directly revealed Word of God but some other Christians think it was written by people inspired by God” and “Some Christians read it as part of their daily life but others don’t”.
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| **Key Concepts*** Bible
* Revelation
* Covenant
* Gospel
 | **Pupils’ Attainment (names)** |  |  |  |