AMV Assessment Exemplar: Key Stage 3 Unit 2

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| **Title: Does our planet have a future? Areas of Enquiry: B&E**  **Key Question:** What is the impact of religious teachings on the future of our planet?  **Outcomes: *Investigation of religious and non-religious worldviews:*** *c:* ask questions about the meaning of religion and spirituality and suggest answers relating to the search for truth;  ***Humanism & Judaism*** *b:* explain how and why people express beliefs, values and ideas of spirituality through ceremonies, festivals and other creative ways;  ***Throughout****:* use reasoning and examples to express their own views on how the tradition(s) being studied have affected the world. | | | | |
| **Context / Prior Learning:** Students have studied Christian and other traditions; beliefs about God and creation in KS1&2. They will also have examined through research and homework, plus environmental cartoons, the variety of ways that humans harm and care for the Earth, plus various organisations, such as the World Wildlife Fund, RSPCA, Earth Summits (Rio+20). A clip from the film – *The Day The Earth Stood Still* serves as part of the resources for this topic, plus a variety of topical cartoons on the environment. They may also have explored issues to do with conservation and ecology in Geography and Science. | | | | |
| **Assessment Activity – Students:** | | **Developing – Students:** | **Secure – Students:** | **Exceeding – Students:** |
| * imagine that they are an Alien Environmental Police Force visiting Planet Earth. They find that the planet has been segregated into zones. They are inspecting the zones run by a Jewish community and one run by a Humanist community. Their job is to make a report on:   + the issues and questions that face the planet, and the relationship between human behaviour and the future of the planet. Where are humans making a positive difference and where are they creating damage?   + Jewish and Humanist teachings about the environment;   + what Planet Earth would look like if Jewish people and Humanists put their beliefs into action. * make some final recommendations to the Supreme Alien Environmental Police Force for the Future of the Planet Earth, with detailed reasons and examples to support their recommendations. | | * ask important questions about religious experience and the relationship with life on this planet and suggest answers that refer to traditions of religion and belief; * describe and compare different ideas Jewish and Humanists may have about Creation and the planet with reference to key texts; * provide good reasons for the views they have and the connections they make. | * ask questions about the meaning of religion and spirituality and suggest answers relating to the search for truth; * use reasoning and examples to express insights into the relationship between beliefs, teaching and ethical issues; * explain how and why people express beliefs, values and ideas of spirituality through ceremonies, festivals and other creative ways; * use reasoning and examples to express their own views on how Judaism and Humanism have affected the world. | * evaluate questions about meaning and spirituality and create answers relating to the search for truth that shows reasoning; * use reasoning and examples to show an ability to evaluate different insights into the relationship between beliefs, teachings and ethical issues; * analyse the effectiveness of ceremonies, festivals and other creative methods for encouraging spirituality and providing a useful way of expressing beliefs and values; * use reasoning and several examples from differing viewpoints to express their own views on how Jewish and Humanist beliefs have affected the way the planet is looked and make well supported conclusions. |
| **Key Concepts:**  **Issue 1**   * Creation & Creator * Dominion * Stewardship * Responsibility. | **Pupils’ Attainment (names)** |  |  |  |

**Suggested texts:** Genesis 1 (Creator, creation, wonder); Psalm 8 (Dominion, stewardship, responsibility); Genesis 2:18-20 (Adam given responsibility for naming the animals); Proverbs 10 (Good people take care of animals, wicked people are cruel to them); Deuteronomy 22:6-7 (Take the chick or an egg, not the Mother bird); Deuteronomy 20:19 (Do not cut down fruit trees during a siege – resources are for all); Exodus 23:10-11 (Allow the land to lie fallow in the seventh year – do not overuse the earth, allow it to rest); Exodus 20:13 (Do not kill / Do not commit murder).