AMV Assessment Exemplar: Key Stage 3 Unit 1

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| **Title: What experiences and beliefs are important to me and to others? Areas of Enquiry: A&D**  **Key Question:** Why do people hold different viewpoints?  **Outcomes: *Investigation of religious and non-religious worldviews:*** *a:* give different views on how faith may play a vital part in people’s identity;  ***Hinduism & Judaism*** *a:* describe and compare different interpretations of religious identity;  ***Throughout****:* use reasoning and examples to express their own views on how the worldview(s) being studied have affected the world. | | | | |
| **Context / Prior Learning:** Students have taken part in a *beliefs game*, with card statements / viewpoints placed on a beliefs game board indicating a range of positions, e.g., *Strongly Agree, Unsure, Strongly Disagree etc.* Students also complete ONE answer within a writing frame on certain general beliefs. The examples given build upon KS2 study of Hinduism and Judaism. The religious concepts need to be revisited or introduced on a basic level to inform the debate and issues. | | | | |
| **Assessment Activity – Students:** | | **Developing – Students:** | **Secure – Students:** | **Exceeding – Students:** |
| * identify ONE thing / belief they feel strongly about, e.g., the keeping of pets, not dropping litter. * use a writing frame to develop ideas for a debate.   *The belief is…..*  *Some agree because…… (I agree …) Some disagree because…… (I disagree…) My conclusion is….. (what I think...)*]  **Issue 1:** Why do some religious people eat meat, while others do not? Who do you agree with and why? [See, e.g., Genesis 1:29; 9:2-3]  **Issue 2:** Why do religious believers have different views on telling lies? What would Hindu and Jewish believers say about telling lies? Is It ever acceptable to tell lies? Who do you agree with and why?  The statements given to the right are for Issue 1. | | * offer, suggest or explain briefly some reasons for their own or religious viewpoints, making some reference to religious teachings; * describe why a Hindu or Jew may be a vegetarian with some reference to religious teachings; * offer a brief conclusion. | * offer developed reasons to support their own, or various religious viewpoints, with awareness of the reasons for alternative viewpoints and their relationship to religious teachings; * describe why a Hindu or Jew or may or may not be a vegetarian and offer developed reasons that contain reference to religious teachings and concepts, for example, Ahimsa and Karma, Dominion, identifying the relationship between belief and identity; * offer a conclusion that is supported within the answer, showing evidence of some analysis. | * offer developed and detailed reasons to support their own, or various religious viewpoints, with awareness of the reasons for alternative viewpoints and their relationship to religious teachings. There is logical progression in reasoning, and some analysis of how belief relates to religious identity and differing viewpoints; * explain fully why a Hindu or Jew may or may not be a vegetarian and offer developed reasons that contain reference to religious teachings and concepts, for example, Ahimsa and Karma, Dominion, explaining in detail the relationship between belief and action, showing clear analysis of why this would be the case for religious identity; * offer a conclusion that is fully supported within the answer, showing evidence of developed analysis. |
| **Key Concepts:**  **Issue 1**   * Ahimsa * Karma * Creation * Dominion * Treatment of animals. * Commandment – *Do not kill.*   **Issue 2**   * Ahimsa * Karma * Samsara * Truth * Commandment – *Do not lie.* | **Pupils’ Attainment (names)** |  |  |  |