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| **Year 7 Assessment: Environment Unit** |
| **Key concept:** Creation | **Key skill:** Interpretation |
| **Question:** Why is creation important to Christians OR Hindus? |
| **Which religion is the focus of you work:**  | CHRISTIANITY | HINDUISM |

*Task: 1) Prepare a piece of art or a poem which shows Christian OR Hindu beliefs about creation and explains how they practice this belief in their lives.*

*2) Alongside this artwork or poem complete a written explanation of 1 a4 side font 11.*

Your art/poem and piece of writing should show:

1. The story of creation
2. God’s role in creation
3. The importance of creation for your chosen religion
4. Evidence to support your explanation e.g. quotes from holy texts, the creation stories, more modern examples like the Assisi declaration or announcements (own research)
5. How do the people from your chosen religion treat God’s creation? And WHY?

Challenges:

1. Within the religion that you studies are there different ideas about creation and how we should treat the planet?
2. How do these beliefs and practices compare with the other religion we have studied - what are the similarities and differences and were you able to highlight this in your final piece?
3. A conclusion to the question:Why is creation important?

Make sure you are ready to answer questions on your project

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| **Self Assessment: To be filled out before peer assessment**What would you do differently if you did it again and why?Did you use enough evidence? Was there a good variety of evidence? What more could you have had? |
| **Peer Assessment: To be filled out in the lesson**Is it clear what the message of the main piece is? Does their written piece include enough information? Have they used evidence like quotes and facts to support their points?Does it help you understand how belief in creation can inspire practices? |

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| **Teacher Assessment**  |
| **Understanding of key concept: CREATION** | **Developing** | **Secure** | **Exceeding** |

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| Students need to DESCRIBE religious beliefs on the environment and starts to REFLECT on them with their own belief  |  |
| Describe one creation story and start to make links on a basic level to what they believe  |  |
| Starts to use some key terms *Creation, Stewardship, Ahimsa.*  |  |
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| Students have DESCRIBED why creation is an important idea for Christians OR Hindus |  |
| Describe religious responses to environmental issues e.g. The Assisi Declaration, vegetarianism*.*  |  |
| Gives basic opinions with no supporting evidence  |  |
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| Students need to have EXPLAINED how religious practices reflect belief in creation e.g. What are the implications for the individual and their attitudes in following their beliefs? |  |
| Explains the link between creation stories, religious practices and lifestyles and how this connects with religious teaching on the environment.  |  |
| Give opinions *e.g. How important are ideas of creation? Should religious people do more to save the environment?* |  |
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| Students need to explain the IMPORTANCE of religious beliefs and practices around creation |  |
| Explain how religious teaching on creation can have significance **or** not for today.  |  |
| Give developed opinions e.g. How can these beliefs and practices be used today? |  |
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| Students need to independently RESEARCH religious beliefs and express INFORMED OPINIONS  |  |
| Include examples learnt from outside of the class e.g. what are recent examples of creation teaching  |  |
| **Teacher comment:** |