

Key concept and skill are made explicit to students

<u>Year 7 Assessment: Environment Unit</u>		
Key concept: Creation	Key skill: Interpretation	
Question: Why is creation important to Christians OR Hindus?		
Which religion is the focus of your work:	CHRISTIANITY	HINDUISM

Where possible, reducing work load was a consideration. Putting a limit on length here ensured we cut back on waffle, impressed on the students the need to be exacting in their answers, and reduced marking

Students are asked to do something more creative and engaging than simply extended writing. A variety of tasks appeals to a greater variety of learners

*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.*

Here we are asking explicitly for interpretation

Students are still asked to provide some extended writing so they can practise this for GCSE

Your art/poem and piece of writing should show:

- A. The story of creation
- B. God's role in creation
- C. The importance of creation for your chosen religion
- D. 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)
- E. How do the people from your chosen religion treat God's creation? And WHY?

Challenges:

- F. Within the religion that you study are there different ideas about creation and how we should treat the planet?
- G. 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?

H. A conclusion to the question: Why is creation important?

Evaluation is a skill needed at GCSE and in RE in general. Students can only really achieve this through extended dialogue – written or verbal. Insisting on a conclusion like this provides them with an opportunity to evaluate

Make sure you are ready to answer questions on your project

When it came to our mark scheme we needed to include our school's new assessment criteria based on a hierarchy of skills. However, we also wanted to ensure we were assessing the students understanding of certain concepts so we included a mastery criterion. This has been shown to have a uniquely positive effect on all learners from all backgrounds. We want to ensure the feedback we give built on their previous learning and lends itself to our Key Stage goals. We also wanted to avoid level descriptor language; leading with content is one way to do this. If a student does not have a secure understanding of the central concept it is clear they need to revisit it and this will be our first piece of feedback.

Knowledge check included and based on mastery approach.

We are meeting the government's demands for a system based on content.

This is our schools new assessment system based on a hierarchy of skills. Although my research suggests this is not the best way to ensure progress we still have to follow school protocol. However, we have combined this with an assessment of content

Teacher Assessment			
Understanding of key concept: CREATION	Developing	Secure	Exceeding
			T
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 <i>Creation, Stewardship, Ahimsa</i> .			
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			
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. <i>How important are ideas of creation? Should religious people do more to save the environment?</i>			
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. <i>How can these beliefs and practices be used today?</i>			
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:			

Teacher ticks what the student has done in their assessment and adds a comment at the end.

There is a combination of skills and content throughout.

We also wanted to ensure that there is a meaningful chance for self and peer assessment. Taking into account advice students had given us during student voice we avoided a tick box system and instead opted for specific questions to be answered at set times.

Open questions are used to encourage reflection.

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?

Focus on key skill of interpretation.

This hints at impersonal reflection/empathy, our interpretation of AT2.

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?