**Devon, Plymouth and Torbay schools**

**RE assessment template**

This document is designed to support the summative assessment of RE in line with the Devon, Torbay and Plymouth Agreed Syllabi. This is not intended to be used as a planning tool; it is a flexible resource to be edited and customized for individual teachers in their own classroom contexts, responding to the material and content that they have taught.

This template should be used in addition to other forms of formative assessment.

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| **Key Stage 3** | **Unit Title:** What is the impact of religion and belief? |
| **Core concept:**  |
| **Learning Outcome:**To know and understand how genocide develops, its impact on people’s lives and the importance of interfaith dialogue |
| **Assessment Question:**Explain how hatred and persecution have led to genocide and ways in which it can be prevented, in particular through interfaith dialogue |
| **Suggested assessment tasks** | Essay, book, fact-file, magazine, newspaper article, diary extracts, art project. |
|  | **Assessment outcomes:** |
| This question assesses:* Remembering
* Understanding
* Applying
* Analyzing
* Evaluating
* Creating

 (Choose as appropriate)\* | **Secure/Expected*** Awareness of the humanity of victims
* Understanding of the way in which specific genocides have evolved, including timeline, 8 stages of genocidal process
* Details of persecution, impact on individuals and families, case-studies
* Understanding the importance of respect, tolerance and interfaith dialogue (see British Values)
* Knowledge of at least one example of religious or faith tradition opposing discrimination and oppression
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| **Pupils** |  |
| **Developing/Emerging** * Show knowledge of an example of genocide
* Some awareness of the danger of prejudice and discrimination in society today
* Show some understanding of the way prejudiced attitudes impact on behaviour
 | **Excelling** * Awareness of the other genocides in recent history
* Ability to explore the impact of genocide in the world today and how people work to prevent it through interfaith dialogue
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| **Pupils** |  |  |
|  | Pupils with additional needs have made the following responses ........ |

\*For more guidance on how to assess different cognitive processes please refer to Assessment Without Levels using Bloom’s Revised Taxonomy <http://ltlre.org/projects/assessment-without-levels-in-re/>

If you would like to contribute any examples of assessment overviews, please email them to Ed Pawson on efpawson@gmail.com