**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: Why is there suffering in the world?** |
| **Core concepts: Suffering, free will, predestination, transcendence, dukkha** |
| **Learning Outcome:** understanding that humans suffer for various reasons like being selfish, and that religions offer opportunities for transcendence.Investigate the exclusivity that many people attribute to human suffering.Know of a variety of examples from primary religious texts that express belief about the causes of suffering. |
| **Assessment Question:**  |
| **Suggested assessment tasks** | What solutions do religions suggest to solve human suffering?Debate: “We only suffer because we expect not to”Relationship between suffering and faith…. Abraham and IsaacWhen human beings become extinct will evil disappear with the death last of us?Are religious people happier than those with no faith? |
|  | **Assessment outcomes** |
| This question assesses:* Remembering
* Understanding
* Applying
* Analyzing
* Evaluating
* Creating

 (Choose as appropriate)\* | **Secure/Expected**Understand the dynamic tension between belief in an all-powerful deity and human experience of sufferingDemonstrate a grasp of Buddhist teaching on dukkha and the aim of nirvanaExplain the diversity of responses to human and animal suffering within and between religious traditions |
| **Pupils** |  |
| **Developing/Emerging** Remember examples of religious responses to sufferingRespond to religious texts that stimulate reflection on the problem of sufferingIdentify some of the of causes of suffering  | **Excelling** Ability to show a detailed understanding of the causes of suffering and the way religions offer routes to salvation/transcendence/ enlightenment |
| **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