

	ST PATRICK'S COLLEGE, SHORNCLIFFE	
	Year 7 Religious Education	Term 2, 2016
	ASSESSMENT INSTRUMENT 2	
	Assessment Folio	
	Student's Name:	Tutor Group:
	Teacher:	
LENGTH:	A range of both visual and written responses	
DUE DATES:	<input type="checkbox"/> Part A – Start of Week 7 <input type="checkbox"/> Part B – End of Week 10	

Context:

In your exploration of the origins of Christianity and the importance of influential figures like Abraham and Moses, you will complete short activities that will be handed in to your classroom teacher at various points in the term. This will form an assessment folio of your learning this term.

Conditions of Task:

Audience: General

Purpose: To identify and analyse the importance of figures like Moses and Abraham to the foundations of Christianity and to discover how people came to believe in one God

Mode: Prepared in class, teacher feedback and conferencing throughout the term

CCEs:

- Interrelating ideas/themes/issues
- Using correct spelling, punctuation or other symbols
- Using vocabulary appropriate to context
- Setting out/presenting/arranging/displaying
- Creating/composing/devising
- Searching and locating items/information

Authenticity Statement:

I declare this work to be my own and acknowledge that I have referenced any material used from print, electronic or human resources.

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Student Signature

Date

Task

Part A = Due First Lesson of Week 7

Create a visual or written response that **explains** the importance of Moses to the three monotheistic religions of Islam, Christianity and Judaism. **Justify** if you think Moses is still important today.

- Written
 - 200 word PEEL paragraph or reflection

OR

- Visual (choose one)
 - Infographic (<https://infogr.am/>)
 - Voki (www.voki.com)
 - Comic strip (www.makebeliefscomix.com) or (www.bitstrips.com)
 - All visual responses must be accompanied by a 6-8 dot points explaining the choices you made in the construction of your visual response

Part B = Due Last Lesson of Week 10

Focus on first century Jewish practice or culture (purity laws, food laws, festivals etc). Respond to the following focus question in a **300 word PEEL paragraph**:

'How Was The Relationship With One God Lived During The Time of Jesus?'

- To respond to this effectively, you will need to refer to the following elements
 - Provide one example of first century Jewish religious practice or culture
 - Provide an example of where the practice is referenced in the New Testament
 - Make a connection between how the practice shows a relationship with God and how it was lived in the time of Jesus

SCAFFOLDING SHEET – PART A

PEEL PARAGRAPH

Point

Explain/Evidence

Elaborate/ Evaluate/ Example

Link to question

Is Moses still important (in religions) today?

Why was Moses important (to Islam/ Christianity/ Judaism)?

Give examples of why Moses was important.

Why do these examples make Moses important (in religions) today?

Sentence starters....

Moses is

Moses was important because.....

Some examples of this are

This shows that Moses is/ is not still important today because

PART B – SCAFFOLDING SHEET

What is one example of Jewish religious practice or culture (what they do or believe)?

Find an example of this in the New Testament.

How does this example show a relationship with God in the time of Jesus?

Understanding & Skills	A	B	C	D	E				
Knowledge & Understanding	Purposeful and effective explanation of the importance of Moses to Islam, Christianity and Judaism (Part A)	Effective explanation of the importance of Moses to Islam, Christianity and Judaism (Part A)	Competent explanation of the importance of Moses to Islam, Christianity and Judaism (Part A)	Limited explanation of the importance of Moses to Islam, Christianity and Judaism (Part A)	Basic or no explanation of the importance of Moses to Islam, Christianity and Judaism (Part A)				
	Purposeful and effective description of relevant Jewish religious practice or culture and clear links with Scripture (Part B)	Effective description of relevant Jewish religious practice or culture and clear links with Scripture (Part B)	Competent description of relevant Jewish religious practice or culture and satisfactory links with Scripture (Part B)	Limited description of relevant Jewish religious practice or culture and basic links with Scripture (Part B)	Basic or no description of relevant Jewish religious practice or culture and limited links with Scripture (Part B)				
Evaluative Processes	Insightful and effective justification of the relevance of Moses for adherents today (Part A)	Effective justification of the relevance of Moses for adherents today (Part A)	Competent justification of the relevance of Moses for adherents today (Part A)	Limited justification of the relevance of Moses for adherents today (Part A)	Basic or no justification of the relevance of Moses for adherents today (Part A)				
	Insightful and effective analysis and explanation of how chosen Jewish religious practice or culture demonstrates a relationship with God (Part B)	Effective analysis and explanation of how chosen Jewish religious practice or culture demonstrates a relationship with God (Part B)	Competent analysis and explanation of how chosen Jewish religious practice or culture demonstrates a relationship with God (Part B)	Limited explanation or description of how chosen Jewish religious practice or culture demonstrates a relationship with God (Part B)	Basic or no explanation of how chosen Jewish religious practice or culture demonstrates a relationship with God (Part B)				
Research & Communication	Purposeful and effective use of the PEEL paragraph structure to sequence the written response (Part A & B)	Effective use of the PEEL paragraph structure to sequence the written response (Part A & B)	Competent use of the PEEL paragraph structure to sequence the written response (Part A & B)	Limited use of the PEEL paragraph structure to sequence the written response (Part A & B)	Basic or no use of the PEEL paragraph structure to sequence the written response (Part A & B)				
	Purposeful and effective use of language and grammar conventions [sentence structure, grammar, spelling] (Part A & B)	Effective use of language and grammar conventions [sentence structure, grammar, spelling] (Part A & B)	Competent use of language and grammar conventions [sentence structure, grammar, spelling] (Part A & B)	Limited use of correct language and grammar conventions that impacted meaning [sentence structure, grammar, spelling] (Part A & B)	Basic or no use of correct language and grammar conventions that impacted meaning significantly [sentence structure, grammar, spelling] (Part A & B)				
Overall Result	TEACHER COMMENTS (Appropriate responses / elements → required improvements)								
				Signature		Date			