Walton High School RE Department



# Homework – Autumn Term

# Background Information & Rationale

## Key-Stage 3

Students currently receive one 50 minute lesson of RE each week. Consequently homework cannot be set every week.

It is the department’s belief that homework should not be a ‘bolt-on’ activity for the sake of setting a task or ‘finishing off ‘activity but should be an opportunity for students to further enhance their learning opportunities, acquire additional skills and develop a deeper understanding of the topics being explored.

Students will be expected to talk to parents and/or guardians about the work completed in class each week as part of our homework principles; this is especially important when specific lessons focus on moral or ethical issues and further discussion will take place in subsequent lessons.

Depending on the specific length of scheme of work, students will be expected to complete extended homework research tasks on either two, three or four occasions. Tasks will be uploaded onto the school website via the department webpage.

## Key-Stage 4 (Short-Course OCR GCSE)

Currently only students in year 11 are following the OCR short-course GCSE RE syllabus via one 50 minute lesson each week. Consequently homework cannot be set every week otherwise marking students work would be impossible.

Year 11 short course homework tasks will consist of the following:

* A selection of short course exam questions of varying lengths with relevant mark schemes
* Writing frames to support the completion of extended questions worth 12 marks
* Suggested Web 2.0 links to relevant videos, blogs and examiner top-tips to further enrich the learning experience

## Key-Stage 4 (Full Course GCSE)

Year 10 students currently follow the AQA Philosophy & Ethics syllabus whilst Year 11 students follow the OCR Philosophy & Ethics syllabus. Both year groups receive three 50 minute lessons each week.

Key-Stage 4 Full course homework tasks will consist of the following:

* A selection of short course exam questions of varying lengths with relevant mark schemes
* Writing frames to support the completion of extended questions worth 12 marks
* Suggested Web 2.0 links to relevant videos, blogs and examiner top-tips to further enrich the learning experience

# Year 7 Homework Tasks (per scheme of work)

### Autumn Term 1 – An Introduction to RE

1. Students will complete the ‘What do you know about World Religions’ worksheet alongside an additional research extension task discovering information about one World Religion currently in the news. Students will be expected to share their research in class.
2. Independent Research Task 2 – students will choose 2 different world religions to research with regards beliefs and practices. They will be expected to produce either a leaflet, PowerPoint, poster, game or blog

### Autumn Term 2 – Judaism

1. Students are to research their own family history and produce a poster which displays their family tree
2. Research one of the 10 commandments. Find newspaper clippings/ headlines and pictures of people breaking the commandment you have chosen.

Q: What has breaking the law lead to? – What has been lost?

Q: How could this have been prevented?

Q: Is this commandment still relevant today? Why?

# Year 8 Homework Tasks (per scheme of work)

### Autumn Term 1 – Sikhism

1. Produce a map to show the population distribution of Sikhs around the world and identify the countries with the greatest numbers of Sikhs
2. Design & create a floor-plan for a modern Gurdwara to address a specific architect brief
3. On-Line assessment – ‘The Day in the Life of a Sikh’

### Autumn Term 2 – Pilgrimage

1. Produce a collage or poster entitled ‘My Journey of Life’ which includes key aspects & rites of passage of the students life from birth until now
2. Choose one place of religious pilgrimage other than Mecca and produce an information leaflet, poster or blog describing the importance of the place for members of the faith and a detailed explanation of what takes place during the pilgrimage.

# Year 9 Homework Tasks (per scheme of work)

### Autumn Term – Human Rights

1. Students will choose a specific aspect of human rights following detailed study of The Human Rights Act. Working either in pairs or individually, students will be given 3 weeks to produce a presentation to the class on the importance of the identified human right. Students might like to consider creating a PowerPoint, film, blog poster or combination. The final outcome will be shared and peer assessed using department criteria.