

RE Unit for Year 5

Beliefs and actions in the world: Can Christian Aid and Islamic Relief change the world?

Telford & Wrekin SACRE

Support for the Agreed Syllabus

This unit is one of a series of examples written in this version for Telford & Wrekin SACRE and teachers of RE by consultant Lat Blaylock of RE Today Services. Contact Lat for support and guidance on the syllabus via email: lat@retoday.org.uk

TITLE: Beliefs and actions in the world. Can Christian Aid and Islamic Relief change the world? Year 5

ABOUT THIS UNIT:

An overview of the unit: Pupils will learn about the work of two major faith based charities, Islamic Relief and Christian Aid. They will develop their understanding of the impact of religion in the world and consider important questions of justice. They will have opportunities to develop attitudes and opinions of their own and to consider key beliefs and teachings in Islamic and Christian traditions. The unit is challenging to attitudes of selfishness or small mindedness. Through their study, they compare the two charities and their work, looking at their inspiration. They will consider the personal challenge to make the world a better place.

Estimated time for this unit: 10 hours. There may be more work here than a teacher will cover in 10 hour lessons: good planning will leave out some content to achieve depth of understanding and opportunities for creative responses.

Where this unit fits in:

This unit will focus on the work of two faith based charities (teachers might choose different examples if this suited their needs, but one Muslim and one Christian charity are necessary for the objectives to be met). It enables pupils to explain beliefs and their impact, and to compare and contrast aspects of religion in action. It enables pupils to develop their understanding of community and to relate what they learn to their own questions of value and commitment.

They will develop their studies of goodness and communities, asking about and discovering some ways Muslim and Christian charities contribute to the well-being of all.

The unit addresses the theme of beliefs and action in the world, showing how Muslims and Christians respond to global issues of fairness and social justice. It enables pupils to develop their use of ICT in RE.

KEY STRANDS ADDRESSED BY THIS UNIT

- Religious beliefs, teachings and sources
- Ways of living
- Questions of values and commitments

ATTITUDES FOCUS: the unit provides opportunities for the development of these attitudes:

- being able to empathise with the plight of those suffering in the world, as well as grasp what it is to be moved with compassion to act to serve others
- recognising the value of commitment to alleviating the suffering of others, as a response of worship to God, and/or out of a sense of justice;
- having respect for all through acknowledge the responsibility we have to others.

Contributions to spiritual, moral, social and cultural development of pupils:

This unit enables pupils to develop:

- **Spiritually** by reflecting on how key beliefs can make a difference to people's lives and actions;
- **Morally** by thinking about their own attitudes to generosity, wealth and poverty;
- **Socially** by exploring some ideas about global community and inter-relatedness;
- **Culturally** by taking account of difference and diversity in charitable work

EXPECTATIONS At the end of this unit	I can...
Nearly all pupils will be able to... (L2)	<ul style="list-style-type: none"> • Tell a story about the Prophet or about Jesus to do with money or generosity; • Suggest a reason why Muslims or Christians like to help the poor; • Make a link between my own ideas about wealth and poverty and the work of one of the charities.
Many pupils will be able to...(L3)	<ul style="list-style-type: none"> • Describe a project of Christian Aid or Islamic Relief, including some details; • Make a link between religious beliefs and texts and the actions of religious charities; • Make a link between my own ideas about wealth and poverty and the work of one of the charities; •
Some pupils will be able to ... (L4)	<ul style="list-style-type: none"> • Show that they understand some similarities and differences between the work of the two charities and give simple reasons for this; • Use the terminology of Islam and Christianity to explain the impact of some projects of each of the two charities; • Apply the ideas of generosity and charity to my own attitudes to money; • Apply the ideas of fairness, justice and equality for myself; • Show understanding of the different priorities of the charities, applying my learning to the role play world development task; • Apply the ideas of fellowship, stewardship, <i>zakat</i>, <i>ummah</i>, generosity and charity to my own attitudes to money.
You might stretch your more able pupils to be able to.. (L5)	<ul style="list-style-type: none"> • Explain with reasons some similarities and differences between the work of the two charities and give reasons for this; • Use the terminology of Islam and Christianity to explain the impact of some projects of each of the two charities; • Explain my own views about the differences and similarities between the charities clearly.

ASSESSMENT SUGGESTIONS:**Suggestion A: role playing world development**

Set up a role play for pupils. In a group of five, give them seven different requests for aid from situations of need – and earthquake in Pakistan, drought in Somalia, poverty in Sudan, a medical education project in Bangladesh, a homelessness shelter in London and so on. Put a 'price tag' on each project. Tell pupils that they are the grants committee for one of the charities, and they have to rank the seven bids in order: which have the best claim for support from the charity? Why? Put two groups – one representing Christian Aid, one representing Islamic Relief, together and ask them to compare their answers.

Ask individual pupils to record their learning in response to these questions:

- What was your role in the activity?
- Which three projects did you think most deserved support? Why?
- What do you think the Prophet would say about your chosen projects?
- What do you think Jesus would say about your chosen projects?
- What did you notice that is similar between Christian Aid and Islamic Relief?
- What differences did you notice?
- Imagine yourself in 15 years' time. Would you apply for a job with a charity like Islamic Relief or Christian Aid? Why or why not?

Suggestion B: Learning from religions about global issues.

Pupils are invited to choose four questions from the list and answer each one in about 50 words for themselves.

- What did the Prophet teach about wealth and poverty?
- What did Jesus teach about wealth and poverty?
- What do we notice about wealth and poverty in our society and the wider world today?
- What would Jesus and the Prophet think about our world today?
- What can we find out about the work of Islamic Relief?
- What can we find out about the work of Christian Aid?
- Do these two charities follow the teachings of their religions? In what ways?
- How do these two charities make a difference in the world today?
- What are our own thoughts and experiences about wealth and poverty?
- How do our attitudes make a difference to others?
- Are there things to learn about our own attitudes from the work of Islamic Relief and Christian Aid?

Prior learning	Vocabulary	Resources
<p>It would be helpful if pupils have:</p> <ul style="list-style-type: none"> • A basic grasp of Muslim and Christian identity. ▪ Some prior knowledge of charities and the ways they work 	<p>In this unit, pupils will have an opportunity to use words and phrases related to:</p> <p>Islam: Almsgiving, Zakat, Ummah, generosity,</p> <p>Christianity: charity, fellowship, justice, stewardship.</p> <p>General: fundraising, fairness, being empowered. Emergency aid Development</p>	<p>Text Sayings and stories from The Qur'an and from The Bible:</p> <p>Web: Islamic Relief: http://www.islamic-relief.com/hilal/index.htm One useful example of IR materials: http://www.youtube.com/watch?feature=endscreen&v=Lhm8kUolftY&NR=1 (many other YouTube videos from IR will come up: check them, but all are good to use at November 2012) Christian Aid: www.christian-aid.org (look at 'Global Explorers' for teachers and pupils: http://learn.christianaid.org.uk/globalexplorerswhiteboard/index.html) (Working well at November 2012) Spirited Arts: www.natre.org.uk/spiritedarts images of children's work and writing on the theme of this unit. Check out the sections on justice and a fairer world in the galleries from 2006 – 2010.</p> <p>DVD / Video / visual: The Islamic Relief Website has video for classroom use available. Christian Aid publish a truly excellent pack called 'We're changing our world' including DVD and classroom resources. It meets the needs in this unit very effectively.</p> <p>Other: BBC Broadcasts and videos: e.g. Pathways of Belief Islam Summer 2001 There is a very good selection of authentic materials about Islam for children available from the Islamic Foundation in Leicestershire: www.islamic-foundation.com . Story books, audio and video tapes and posters are all useful. PCET, Folens and Nelson publish some useful photo / picture packs on particular religions. www.ummah.org.uk – A Muslim gateway site www.natre.org.uk – website for the National Association of Teachers of Religious Education: follow links to a database of children's quotes on making the world a better place</p>


Key questions	LEARNING OBJECTIVES Pupils should learn:	TEACHING AND LEARNING	LEARNING OUTCOMES Pupils to be able to say "I can..."	POINTS TO NOTE
What do we know about charities already?	<p>To ask and respond to questions about fairness and justice in the World.</p> <p>To understand and respond to some ideas from Christian and Islamic sources, and to guess what impact they might have.</p>	<p>Start where the pupils are:</p> <ul style="list-style-type: none"> Challenge pupils to make the longest list of all the charities they can think of with a partner. See who can get twenty or more. Make the point that some charities help humans, some help animals, some help in Britain, some in the whole world. Talk about how fundraising is often what charities ask children to do, but in this work we are not doing fundraising (which should always be voluntary) but are learning about the ways two charities want to change the world. Use these two quotations to provoke the children to think about what's wrong with the world. What do they mean? What if everyone followed these ideas? <ul style="list-style-type: none"> ≥ Jesus said 'I have come that people might have life, and have it in all its fullness.' (John's Gospel, 10:10) ≥ The Qur'an teaches 'You who believe: those who spend their wealth in Allah's way are like a grain that grows seven ears, and every ear a hundred new grains. God gives to whom he will. God is all-embracing' (Surah II: 261) <p>Do you want to change the world?</p> <ul style="list-style-type: none"> Ask the pupils how they would like to change the world. They might draw 'before and after' cartoons about their ideas. You could give out world card circles, and ask the pupils to show the changes they would like to see. Ask if they have heard this saying: 'Be the change you want to see in the world' What might it mean? Often attributed to Gandhi, a Hindu. <p>Guess lists – made in threes</p> <ul style="list-style-type: none"> Tell pupils they will be finding out about Christian aid and Islamic Relief, two charities. In 3s, ask them to make a 'guess list' – what do they think these two charities might do? Can they think of 5+ ideas for each of the two charities? They put their names on the guess lists and hand them in. Later, they will see if they guessed right and what new and maybe surprising things they learned. 	<p>L3 I can make a link between my own ideas about wealth and poverty and the work of charities</p> <p>L3: I can guess what charities like Islamic Relief and Christian Aid might do, describing my ideas simply as part of a team</p> <p>L4 I can apply the ideas of fairness, justice and equality for myself</p>	<p>Other ways to begin this unit, including looking at a charitable project the school has been involved in and local charity work.</p> <p>Christian Aid can provide local volunteers to visit schools over most of the UK. Email schools@christian-aid.org for more information</p>



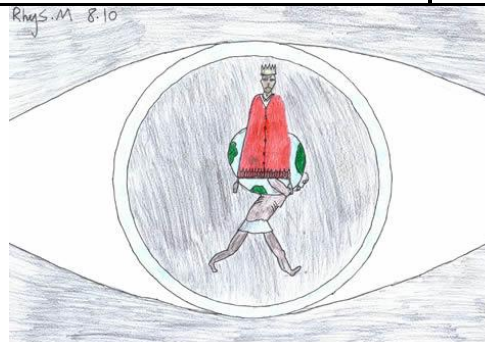

Key questions	LEARNING OBJECTIVES Pupils should learn:	TEACHING AND LEARNING	LEARNING OUTCOMES Pupils to be able to say "I can..."	POINTS TO NOTE
How and why does Islamic Relief try to change the world?	<p>Pupils should learn:</p> <p>To describe the work of two religious charities involved in global poverty issues;</p> <p>To make links between the beliefs and teachings of Islam and Christianity and the work of the two charities;</p> <p>To show their understanding of the issues of justice, fairness and poverty that the charities address;</p>	<p>Learning about Islamic Relief</p> <p>Ask students to think about why Muslims might try to make the world better by trying to lessen or stop poverty and injustice. After they have made their suggestions, show them the following two quotations:</p> <p><i>'Whoever saved a life, it would be as if he saved all humanity' Qur'an 5.32</i></p> <p><i>'It is our duty to help others - that is why helping the poor and destitute is emphasised again and again in the Qur'an. The rewards for being charitable are enormous: charity purifies our wealth and Allah, Most High, has promised us a great reward for being charitable towards our fellow human beings'</i> (Muslim Aid website)</p> <ul style="list-style-type: none"> Ask students what it means to 'be charitable'. What sorts of things can people give? Why should they? Why should we? <p>Explore with pupils what the Qur'an teaches e.g.</p> <ul style="list-style-type: none"> <i>'And be steadfast in prayer and regular in charity. And whatever good you send out before you, you shall find it with Allah: for Allah sees all that you do.'</i> (Qur'an 2:110) <i>'So establish regular prayer and give regular charity; and obey the Apostle; that you may receive mercy.'</i> (Qur'an 24:56) <i>'For those who give in charity, men and women, and loan to Allah a beautiful loan, it shall be increased manifold (to their credit) and they shall have (besides) a liberal reward.'</i> (Qur'an 57:18) Look at some sayings and teachings of Islam about the Ummah (the worldwide community of Muslims), Zakat (the pillar of charitable giving) and wealth and poverty, and consider what difference they would make to life today if everyone followed them. This will include the practices of Zakat in some detail: £1 out of every £40 is given charitably to those less fortunate. 	<p>L3 I can describe a project of Islamic Relief</p> <p>L4 I can describe a project of Islamic Relief, making links between the beliefs and actions of Muslims</p>	<p>This unit draws in global dimensions of the citizenship curriculum at every point.</p> <p>Links to the curriculum for geography and citizenship are easy to make in this work. The global aspects of citizenship connect to global RE very directly.</p> <p>CONTINUED ON NEXT PAGE</p>

		<p>Make a link between actions and beliefs.</p> <ul style="list-style-type: none"> • Ask children to suggest some things people believe about the way we should live (encourage them to be realistic – what do they think really matters most today in people’s lives?) Make a list of these suggestions. In pairs give pupils some dilemma situations and ask children to decide what is the right and wrong thing to do in each situation. • Consider how some of the values listed earlier might affect these decisions. Go back to the values of the Qur’an – how might these beliefs affect what a Muslim does? If possible talk to/email a Muslim about this • Hear a story of the Prophet about wealth and poverty, and identify attitudes that help the poor and attitudes that don’t • Use the web and published resources to discover more about the charity Islamic Relief. Find out about some particular projects the charity has undertaken, and ask and answer questions such as: <ul style="list-style-type: none"> ○ Who supports Islamic Relief? Why? ○ What does Islamic Relief do to make a difference? Does it work? ○ Does Islamic Relief follow the teachings of Islam? In what ways? ○ What do you think is good about the charity? • If you were devising an internet campaign from Islamic Relief to get more donations to respond to a particular disaster, what web pages, emails, and other resources would you use? How would you make the fundraising successful? 		
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Key questions	LEARNING OBJECTIVES Pupils should learn:	TEACHING AND LEARNING	LEARNING OUTCOMES: Pupils to be able to say "I can..."	POINTS TO NOTE
How and why does Christian Aid try to change the world?	<p>Pupils should learn:</p> <p>To describe the work of two religious charities involved in global poverty issues, from this lesson: Christian Aid;</p> <p>To make links between the beliefs and teachings of Islam and / or Christianity and the work of the two charities;</p> <p>To show their understanding of the issues of justice, fairness and poverty that the charities address;</p>	<p>Learning about Christian Aid</p> <ul style="list-style-type: none"> Listen to a story of Jesus about wealth and poverty, asking and answering questions about Christian attitudes to wealth and poverty. E.g. Matthew 19:16-30 - 'The Rich Young Ruler' Look at some sayings of Jesus about helping people, fellowship and generosity (e.g. <i>The Good Samaritan</i>, Luke 10:25-37). Respond by applying the ideas: what would happen if everyone did this? Investigate and report on some projects of Christian Aid and its partners to change the world, asking & answering questions such as: <ul style="list-style-type: none"> Does Christian Aid make a difference? Who supports Christian Aid? Why? Does Christian Aid put Jesus' teaching into action? What do you think is good about the charity? Either: Use the Christian Aid 'Transformers' resource (available at www.christianaid.org.uk/learn) to explore the work of the charity. Watch the online 'Transformers video' clip and use the 'real life stories' to discover the work of two Christian Aid partner projects. Children write a report on a project, stating what they think it has achieved and whether it is a good use of donors' money Or: Review the Christian Aid project 'Swords into Ploughshares' with the Christian Council of Mozambique (see web resources at www.christian-aid.org). Children write a report on the project, stating what they think it has achieved and whether it is a good use of donor's money. <p>Enquiry in action:</p> <ul style="list-style-type: none"> 10 minutes: Ask pupils to produce a newsprint or flipchart sheet with these six enquiry questions in boxes: Who / Where / What / When / How / Why? They should work in groups of four to come up with all the questions they can about Christian Aid. 40 minutes: Then pass / swap each sheet to another group, and give them some information pages about Christian Aid, or access to the website. The new group must try and find and communicate answers to as many of the questions as they can. Run this as a writing task if you wish (literacy links), but it may be better as a speak and listen performance at the end of the lesson, where group A ask their questions and children from Group B offer their answers. 	<p>L2 I can retell a story of Jesus about wealth</p> <p>L3 I can describe a project of Christian Aid</p> <p>L4 I can describe a project of Christian Aid, making links between the beliefs and actions of Christians</p> <p>L5: I can pose questions and suggest reasoned answers about Christian Aid's work and the reasons behind it, explaining my own views of what they do (Gifted and talented group?).</p>	<p>Making links between beliefs and actions in religions is an important skill for this age group. It happens naturally where sacred texts are the background to exploring charitable action.</p>

Key questions	LEARNING OBJECTIVES Pupils should learn:	TEACHING AND LEARNING	LEARNING OUTCOMES Pupils to be able to say "I can..."	POINTS TO NOTE
Will I make a positive difference to the world in my lifetime?	<p>To identify the qualities needed to take action to bring about what is right and good</p> <p>To reflect upon and express their own ideas and beliefs about c treating others with justice and love in light of their learning,</p>	<p>Viewpoints and attitudes: what do I think?</p> <ul style="list-style-type: none"> Consider the idea that generosity or kindness can change the world. Pupils share and develop their own concepts of helping each other, and think about ideas of <i>Ummah</i> (Islam) or <i>fellowship</i> (Christianity). <p>Yes / No / Why do you think...</p> <ul style="list-style-type: none"> To get children to think about some big questions, try a run round activity. All stand in the centre, Go to 'YES' or 'NO' (two sides of the room) depending on what you think about these questions, and be prepared to give a reason for your answer. Is the world unfair? Can anything be done to make it fairer? Can children make a difference? Can people 'make poverty history'? Will there be a day when no one is starving? Is it God's fault that people starve? Is it greedy people's fault that some children are starving? Add some more questions, but instead of 'YES / NO' give some alternatives. Should it be governments or charities who help the poor? Should British people help the poor in Africa or at home? Is it better to give money, or to give time to helping the poor? (There is an issue of language here – 'the poor' is only a simplistic starting point, and may of course include many children in the class – tread sensitively!) Ask the children to propose a question as well. <p>A game to role play and learn</p> <ul style="list-style-type: none"> Play the Paper Bag Game (click here for free download – it takes an afternoon to play and learn from it) Pupils will discover a bit of what it is like to be a member of a poor family in Kolkata, West Bengal. Use some reflective work or silence. Ask pupils to write a meditation, prayer or other text that expresses their response to unfairness in the world. Ask them to devise a logo or image to show why everyone should work against the evils of disaster and poverty. Examples of children's work on these topics can be seen on the web gallery: www.natre.org.uk/spiritedarts, and pupils can enter a competition there. See sections of the gallery on justice and fairness themes from 2006 – 2010. 	<p>L3 I can make links between my own ideas about fairness and generosity with the work of the two charities</p> <p>L4 I can apply the ideas of fellowship and <i>ummah</i> to my own attitudes to issues of global fairness and justice</p>	<p>The challenge of the charities to poverty and unfairness is not specific to one religion: all faiths, and non-religious ways of life, raise this challenge.</p> <p>The Paper Bag Game is available to download for free at www.christianaid.org.uk/learn</p>

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How do global religious charities use the web? Could they do better?	<p>To evaluate the ways in which charity websites work for themselves.</p> <p>To work in a small team on an ICT task</p> <p>To write a persuasive text about how a website can be improved</p> <p>To identify what they have learned from the Websites of Christian aid and Islamic Relief</p>	<p>Weighing up 2 Websites:</p> <ul style="list-style-type: none"> The websites for both charities have sections for children: Islamic Relief Kidzone and Christian Aid's Global Gang http://www.islamicrelief.com/hilal/index.htm http://www.christianaid.org.uk/resources/games/index.aspx Ask pupils to use and weigh up the websites. What are they trying to achieve? What use are they? Could they be improved? They might use these criteria, giving marks out of ten for each: <ul style="list-style-type: none"> Is it interesting? (What makes it work?) Is it educational? (What did you learn?) Will it increase support for the charity? (How?) How could it be improved? (three + ideas?) Ask pupils to make a list of things that are good about each site, and make three detailed suggestions about how they could be improved. Would their suggestions help Christian Aid and Islamic Relief get more support? How and why? They report back to the class using a poster or web page with their ideas on it. Some charities advertise on TV as well – can they devise a TV advert for one of the charities? Can they write persuasive text for their advert? Can they act it out, in front of a camera phone for example? This can be excellent media awareness work as well as RE. 	<p>Use the web to research the work of the two charities;</p> <p>Begin to analyse the strengths and weaknesses of the charity websites;</p>	<p>ICT skills; this activity is about weighing up information, a key skill for the young web user. It connects to the ICT / Computer study curriculum for Y5.</p>
				

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How can I express my ideas about unfairness in our world through a creative piece of work?	To reflect upon and express their own ideas and beliefs about treating others with justice and love in light of their learning, through story, art, drama, music and ICT	How can I express my ideas in creative work? <ul style="list-style-type: none"> Using themes like 'Rich and Poor' or 'Fair and Unfair' or 'Change the world' pupils are challenged to create a piece of work that expressed their own ideas in response to the unit. This activity needs to provide space for pupils to think creatively and then engage with an issue. A careful process of development, perhaps moving from sketching, shared ideas and peer review to watercolour, pastel, collage or some other medium is good. A review of the NATRE spirited arts entries on fairness and justice models this activity well for pupils. Examples of children's work on these topics can be seen on the web gallery: www.natre.org.uk/spiritedarts, and pupils can enter a competition there. The activity is good for visual learners. Teachers may like to provide an alternative for the linguistically gifted – writing poetry on this theme is effective too. 	<p>L3 I can describe a problem and make a link to my own response though my art work</p> <p>L4 I can apply my ideas about wealth, poverty and changing the world in an imaginative way, using religious ideas in my art work.</p>	<p>Curriculum links to the art and design curriculum are easy to establish and manage here.</p> <p>The four examples of this work below are all from the hundred or so you can find on the Spirited Arts website. Use them to model good responses to your pupils.</p>
<div>  <p>Bryony is 8. Her picture is called 'Why can't we share?'</p> </div> <div>  <p>Eliot is 9. His picture is called 'The world in two trees'</p> </div> <div>  <p>Rhys is 12. His picture is called 'Look at what we've done'</p> </div> <div>  <p>Oliver is 9. His picture is called 'Poverty Panic'.</p> </div>				

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<p>What have I learned about the two charities?</p> <p>Will it make a difference to me?</p>	<p>To express their own views and responses to issues of poverty and injustice, in the light of religious understanding</p> <p>To participate thoughtfully in role play for learning</p> <p>To summarise their learning about world development and the two faith based charities</p>	<p>Role playing world development Set up a role play for pupils. In a group of five, give them seven different requests for aid from situations of need – e.g. an earthquake in Pakistan, drought in Somalia, poverty in Sudan, a medical education project in Bangladesh, a cyclone in Burma and so on. Put a 'price tag' on each project. Tell pupils that they are the grants committee for one of the charities, and they have to rank the seven bids in order: which have the best claim for support from the charity? Why? Put two groups – one representing Christian Aid, one representing Islamic Relief, together and ask them to compare their answers.</p> <p>Ask individual pupils to record their learning in response to these questions:</p> <ul style="list-style-type: none"> ▪ What was your role in the activity? ▪ Which three projects did you think most deserved support? Why? ▪ What do you think the Prophet would say about your chosen projects? ▪ What do you think Jesus would say about your chosen projects? ▪ What did you notice that is similar between Christian Aid and Islamic Relief? ▪ What differences did you notice? ▪ Imagine yourself in 15 years' time. Would you apply for a job with a charity like Islamic Relief or Christian Aid? Why or why not? <p>Learning from religions about global issues. Pupils are invited to choose four questions from the list and answer each one in about 50 words for themselves.</p> <ul style="list-style-type: none"> • What did the Prophet teach about wealth and poverty? • What did Jesus teach about wealth and poverty? • What do we notice about wealth and poverty in our society and the wider world today? • What would Jesus and the Prophet think about our world today? • What can we find out about the work of Islamic Relief? • What can we find out about the work of Christian Aid? • Do these two charities follow the teachings of their religions? In what ways? • How do these two charities make a difference in the world today? • What are our own thoughts and experiences about wealth and poverty? • How do our attitudes make a difference to others? • Are there things to learn about our own attitudes from the work of Islamic Relief and Christian Aid? <p>Another way of approaching this task would be to ask pupils if the school should support either or both of these charities, and to devise a project to do so, and write a letter to the charities explaining their learning and outlining their ideas – a real world possibility for writing!</p>	<p>L3 I can make a link between my own ideas about wealth and poverty and the work of a charity</p> <p>L4 I can think for myself about the impact of religious charitable action in the world .</p> <p>L5 I can express views that reflect the teaching and example of Muslim and Christian charities on how to change the world for the better</p>	<p>These activities allow pupils to show what they have learned about and from the unit. It can be used to confirm assessment judgements made throughout the unit.</p>