

Exemplification of Levels: Level 2

EXAMPLE 1

LEVELS EXEMPLIFIED: 2

UNIT OF WORK: Being human

KEY QUESTION: What was Jesus thinking and feeling in the Garden of Gethsemane?

CONTEXT OF THE SET TASKS: Pupils have heard the story of Jesus in the Garden of Gethsemane, incorporating a sense of loneliness and despair as well as the stillness and beauty of the olive grove. They have talked about being alone, facing problems/worries using a variety of verbs for feelings. They have talked about a special place they go to, to think and get things straight.

FOCUS FOR LEARNING AND ASSESSMENT: These activities focus on the following areas of enquiry in the non-statutory national framework for RE (page 36):

ATTAINMENT TARGET 1: beliefs, teachings and sources;

ATTAINMENT TARGET 2: identity and belonging.

Pupils working at:

Framework Level 2 in

Attainment target 1:

retell religious stories and suggest meanings for religious actions and symbols.

ACTIVITY:

Pupils draw a picture of Jesus in the garden at nightfall and add words in thought bubbles to show what Jesus is doing and why.

Points to note:

Make use of literacy hour for story (Literacy objectives: Text -Story Words - verbs) and possibly art time for picture (Y3 Unit on portraits/people).

EXAMPLE 1: PUPILS' RESPONSES

LEVELS EXEMPLIFIED: 2

UNIT OF WORK: Being human

ASSESSMENT AREA(S): AT 1: beliefs, teachings and sources.

Pupils were assessed on their ability to suggest meanings for Jesus' actions in the Garden of Gethsemane.

Example of a pupil working at level 2:



COMMENTARY

This pupil's picture tells a large part of the story, and includes the suggestion that this had to happen because God wanted it and Jesus had to obey: 'Jesus realised he had to go with the wishes of God.'

EXAMPLE 2

LEVELS EXEMPLIFIED BELOW: 2 & 3

UNIT OF WORK: Faith, religious practice and values

KEY QUESTION: How might religious believers respond to a disaster?

CONTEXT OF THE SET TASKS: Pupils looked at faith communities of Christians and Muslims and how they live their lives. Pupils were asked to discuss how Christian, Muslim and non-religious communities might refer to their beliefs in responding – in **this** case to the tsunami disaster. They were given a visual aid sheet with an image of the destructive effects of tsunami and given the title: 'What some people might do because of the tsunami'.

FOCUS FOR LEARNING AND ASSESSMENT: These activities focus on the following areas of enquiry in the non-statutory national framework for RE (page 36):

ATTAINMENT TARGET 1: religious practices and ways of life;

ATTAINMENT TARGET 2: values and commitments.

| | |
|--|---|
| <p>Pupils working at: Framework Level 2 in Attainment target 1: use religious words and phrases to identify some features of religion and its importance for some people.</p> | <p>ACTIVITY: Pupils place around the picture of a scene from the tsunami disaster, words and phrases which show how Christians and/or Muslims might respond to the tsunami disaster.</p> |
| <p>Pupils working at: Framework Level 3 in Attainment target 1: use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences... and begin to identify the impact religion has on believers' lives.</p> | <p>ACTIVITY: Pupils identify, through their poster and/or oral responses, the impact of Christian / Muslim belief on what believers might do in response to the disaster.</p> |
| <p>Pupils working at: Framework Level 4 in Attainment target 1: make links between sources, practices, beliefs, ideas, feelings and experiences. Describe some similarities and differences... between religions.</p> | <p>ACTIVITY: Pupils annotate their poster, describing the similarities and differences between the Christian and Muslim responses, eg, in connecting the actions with teachings from the Qur'an and Bible.</p> |

Points to note:

Pupils were not led in style of recording - some had responses scribed for them; some gave non-religious viewpoints. All pupils had the opportunity to talk about their picture and to say how religious beliefs might impact on people's actions.

EXAMPLE 2: PUPILS' RESPONSES 1

LEVELS EXEMPLIFIED: 2

UNIT OF WORK: Faith, religious practice and values

ASSESSMENT AREA(S): AT 1: religious practices and ways of life.

Pupils were assessed on their ability to use religious words and phrases to identify some features of Christianity and its importance for some people.

Example of a pupil working at level 2:

Christians pray to God

Christians give money to Charity-
Christians help for survivors
Christians help us.

what some people might
do because of the tsunami



Christians
Feel the pain
of the people

Christians
go to church
Christians
worship God

Christians
might send
things to help

COMMENTARY

This pupil is working at level 2 because he has used religious words and identified the actions Christians might take in response to the emergency. There is awareness of a variety of responses, though these are not linked in a way which clearly shows the impact of religion on believers' lives (Level 3).

EXAMPLE 2: PUPILS' RESPONSES 2

LEVELS EXEMPLIFIED: 3

UNIT OF WORK: Faith, religious practice and values

ASSESSMENT AREA(S): AT 1: religious practices and ways of life.

Pupils were assessed on their ability to identify, through their poster and/or oral responses, the impact of Christian / Muslim belief on what believers might do in response to the disaster.

Example of a pupil working at level 2:

What some people might do
because of the tsunami.



| Christians | Muslims |
|---|--|
| <p>Christians might pray at church and hope for the best.</p> <p>Follow the 10 commandments</p> <p>Give money for charity</p> <p>Read the bible.</p> <p>Pray to god.</p> <p>Light a candle.</p> | <p>Muslims pray to Allah 5 times a day</p> <p>Read the Quran.</p> <p>Follow the 5 Pillars.</p> <p>Give money for charity.</p> <p>wash themselves before prayer.</p> <p>think how lucky they are.</p> |

COMMENTARY

This pupil is working at level 3 because he has compared Christian and Muslim responses to some extent by presenting the information in two columns. In the follow-up discussion, the pupil was able to recognise the similarities and differences and to say that the responses came from their beliefs. For Level 4, he would have had to make clearer links between beliefs, practices, experiences, etc and describe the similarities and differences in more detail.