

Exemplification of Levels: Level 3

EXAMPLE 1

LEVELS EXEMPLIFIED: 3

UNIT OF WORK: Special Places

KEY QUESTION: Why is a church special to Christians?

CONTEXT OF THE SET TASKS: Pupils identified places special to them and to Christians in a class discussion. They visited a local church and asked the vicar questions, e.g., about his favourite place within the church. Pupils looked for signs and symbols that are significant to Christians, e.g., the stained glass windows.

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: forms of expression;

ATTAINMENT TARGET 2: identity and belonging.

<p>Pupils working at: Framework Level 1 in Attainment target 2: talk about their own experiences and feelings.</p>	<p>ACTIVITY: Pupils discuss in a small group what place is special to them and what makes it so special.</p>
<p>Pupils working at: Framework Level 2 in Attainment target 1: suggest meanings for religious symbols.</p>	<p>ACTIVITY: Pupils draw a picture of the inside of a church and label all the things that make it a church as opposed to an ordinary building, including a stained glass window depicting a biblical scene.</p>
<p>Pupils working at: Framework Level 3 in Attainment target 1: describe some forms of religious expression.</p>	<p>ACTIVITY: Based on their drawing, pupils go on to say why the things they have labelled are important in the church.</p>

Points to note:

Once pupils have made their first attempts at this activity, they can be encouraged to 'go



further', adding details and notes (which might be scribed by an adult) about why items in the church might be important for Christians.

EXAMPLE 1: PUPILS' RESPONSES

LEVELS EXEMPLIFIED: 3

UNIT OF WORK: Special Places

ASSESSMENT AREA(S): AT 1: forms of expression.

Pupils were assessed on their ability to show items which made the building 'special' and to describe forms of religious expression in terms of Christian beliefs and what the symbols 'remind' Christians about.

Example of a pupil working at level 3:



Commentary

This pupil is working at level 3 (or above) because he has not only demonstrated knowledge of Christian symbolism, e.g., in identifying the cross as a reminder of 'when Jesus died', but also identified some Christian beliefs underlying the features of the church, such as belief in Jesus as 'the Light' or prayer as 'talking to God'.

EXAMPLE 2

LEVELS EXEMPLIFIED: 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 a given 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 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 idfferences... 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

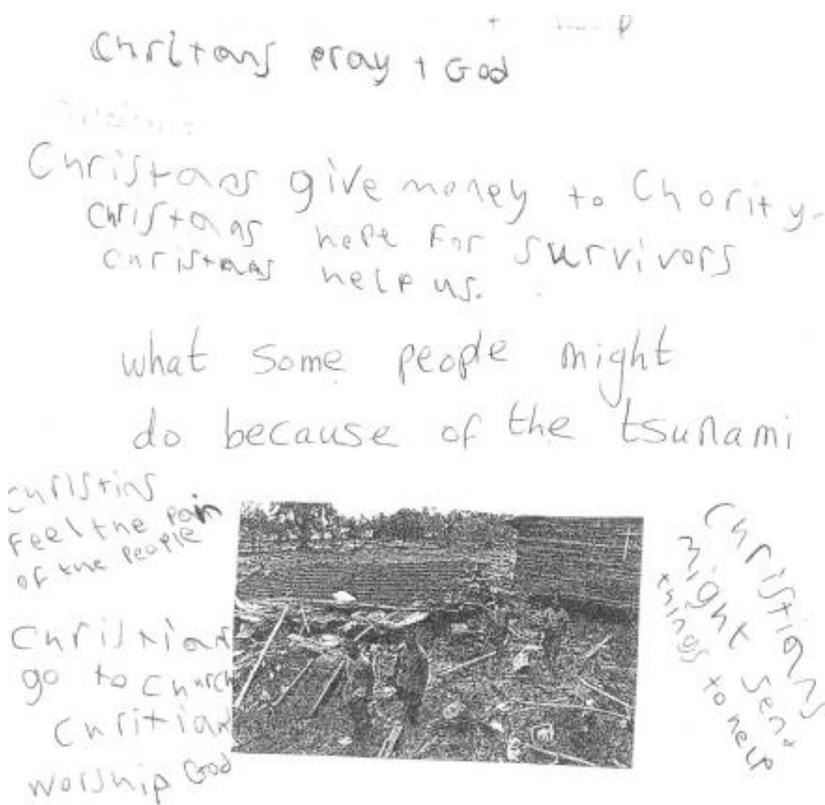
LEVELS EXEMPLIFIED: 2

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:



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.