

Exemplification of Levels: Level 5

EXAMPLE 1

LEVELS EXEMPLIFIED BELOW: 5 & >6

UNIT OF WORK: Expressing Your Beliefs

KEY QUESTION: How can faith inspire great courage?

CONTEXT OF THE SET TASKS: Students will have spent a lesson looking at the story of Maria Cristina Gomez and the 'El Salvador cross'. This is covered well in Cath Large, 2002, 'This is RE: Book 1', London: John Murray, pages 38-41. Students will have explored issues of fairness and justice through card sort activities and engaged with the story of Maria Gomez, and how she was murdered by those who did not want her to educate poor people to help them stand up against injustice and poverty.

Students have access to the text book and to a summary account of the story of Jesus' crucifixion and resurrection, e.g. from the BBC's religion and ethics website:
www.bbc.co.uk/religion > [Christianity](#) > ['History'](#) and ['The Passion of Christ'](#).

They are also provided with this quote from Luke 4. 18-19: The Lord's Spirit has come to me, because he has chosen me to tell the good news to the poor. The Lord has sent me to announce freedom for prisoners, to give sight to the blind, to free everyone who suffers, and to say, 'This is the year the Lord has chosen.' Contemporary English Version (CEV). Students are also provided with the explanation that Jesus said this when he began to work as a preacher and teacher. It caused quite a stir at the time as although he was quoting the Old Testament he was describing what he had come to do.

In all, for this class, students were provided with three sources:

- Source 1: a picture of the El Salvador Cross made in Maria Gomez's honour (from the Cath Large text book).
- Source 2: the quote from Luke 4 with explanation (as above).
- Source 3: the summary account of Jesus' crucifixion and resurrection (as above).

For the assessment, students are given four questions to answer:

1. Why do you think that Maria's friends chose to remember Maria's life and faith by having a special cross made?
2. What challenges did Maria face in following her faith? Do you think that she was right to do what she did? Explain your view.
3. Look at the sources. How does Maria's life and faith connect all three sources? Explain the connection between the three sources.

4. Maria was inspired by her faith to stand up for what is right. What, or who, inspires you to do what you think is right? Give examples and explain your view.

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

ATTAINMENT TARGET 1: forms of expression;

ATTAINMENT TARGET 2: identity, diversity and belonging.

Pupils working at:

Framework Level 5 in

Attainment target 1:

use a wide religious vocabulary in suggesting reasons for the similarities and differences in forms of religious, spiritual and moral expression found within and between religions.

ACTIVITY:

In their response to questions 1 & 3, students say why the cross connects Maria Gomez' life with that of Jesus. They point out similarities and differences in the way that different Christians might respond to honouring Maria's life in this way.

Pupils working at:

Framework Level 5 in

Attainment target 2:

give their own and others' views on questions about who we are and where we belong and on the challenges of belonging to a religion and explain what inspires and influences them.

ACTIVITY:

In their response to questions 2 and 4, students explain the challenges of being a Christian in Maria's situation and give reasons for being inspired by her actions and those of others they admire.

Pupils working at:

Framework Level 6 in

Attainment target 1:

use correct religious and philosophical vocabulary in explaining what the significance of different forms of religious, spiritual and moral expression might be for believers.

ACTIVITY:

In their response to questions 1 & 3, students explain why the design on the Maria Gomez cross has particular significance for some Christians. They explain the significance of other forms of expression by way of comparison.

Pupils working at:

Framework Level 6 in

Attainment target 2:

consider the challenges of belonging to a religion today with reference to their own and other people's views on human nature and society, supporting those views with reasons and examples.

ACTIVITY:

In their response to questions 2 and 4, students explain the challenges of being a Christian in Maria's situation by referring to ideas such as those on the sinful nature of human beings and the difficulties of organising a just society.

Points to note:

A follow up task might be to ask students design their own justice cross.

The following supplementary questions may prompt students to achieve level 6 or 7 in AT1 & 2 in relation to the two key concepts of 'expressing meaning' and 'identity, diversity and belonging':

- What other ways are there of commemorating a brave person's life? Explain some of the symbolism that might be used in such commemorations.
- What is it about human beings that they can behave in such terrible ways, or with such bravery? Give some religious and non-religious views that might explain such behaviour.

EXAMPLE 1: PUPILS' RESPONSE

FOCUS AREAS:

AT 1: forms of expression;

AT 2: identity, diversity and belonging.

ASSESSMENT AREA(S):

AT 1: forms of expression;

AT 2: identity, diversity and belonging.

KEY QUESTION: What does justice mean to Christians?

Year 7 Student's Work:

Maria Gomez: Assessment task

You will need the source sheet to help you answer these questions and have spent some time in class looking at Maria's story.

Q1. Why do you think that Maria's friends chose to remember Maria's life and faith by having a special cross made?

"They did this because she did a similar thing to what Jesus did so the cross really works as a way to remember her. It shows that she was a religious person (Catholic) and it will mean a lot to other Catholics because she was just like them. They will be really proud of what she did and might want to make her a saint. I think that this would be a good idea even though some people in this country might think that it's a bad idea as because they might start worshipping Maria and not God."

Commentary

This answer is at level 5 AT1 even though the last part doesn't focus on the Gomez cross directly it still shows level 5 reasoning. There is a clear explanation of what the cross (forms of religious expression) will mean to Maria's fellow Catholics. In the last part of the answer there is recognition of diversity in forms of religious expression across cultures.

To achieve level 6 there would need to be some explanation of the reasons for that cultural difference or more development or interpretation of the significance of the cross to Maria's friends, perhaps focusing on how the cross might become a symbol of opposition or defiance of the government.

Q2. What challenges did Maria face in following her faith? Do you think that she was right to do what she did? Explain your view.

"I think she was right to do what she did because she was sacrificing herself for other people so that they might understand that the government is controlling them and hopefully change it. She did this because she was following the example of Jesus and as a Christian she believes she must be prepared to give her life as Jesus did for others. Some people might say that this is taking your religion too far and she could have done more to help people by just doing her job but I think she is a hero because we wouldn't be doing her in RE if she hadn't done this."

Commentary

This makes level 5 AT2 as it expresses and explains a view on the challenges of following a religion. The first sentence explains well what Maria was trying to do, the second sentence explains that she was inspired by her faith; the last sentence attempts a balanced response on the effectiveness of Maria's actions.

To demonstrate ability at level 6 there would need to be commentary on the particular nature of the challenge of being a Christian in Maria's situation; consideration, for example, of how much easier it is to go along with the majority and not risk getting into trouble for what one sincerely believes.

Q3. Look at the sources. How does Maria's life and faith connect all three sources? Explain the connection between the three sources.

"Maria has looked up to Jesus as a role model; because she is a Christian she wanted people to get a good education. In source 2 it says that Jesus wanted to bring freedom to everyone that suffers. Maria did so by teaching the poor, it's like they are the same. It's like Maria wanted to carry on Jesus work by helping people and like happened to Jesus she ended up sacrificing her life and like him she is remembered by a cross."

Commentary

This answer is level 5 AT1. It clearly explains the impact that Maria's faith had on her actions. This link is made from source two, by explaining the ways in which Maria followed Jesus her role model. This student explains how Maria used the sources to justify her ethical stance. To make level 6 this student would need to explain how different forms of religious expression could be equally significant for believers. The supplementary questions would allow more scope for this.

Q4. Maria was inspired by her faith to stand up for what is right. What, or who, inspires you to do what you think is right? Give examples and explain your view.

"Madonna inspires me because she saved a little boy's life from a poor town in Africa which inspired me to help with fundraising so that more money can be raised to help the poor. I know a lot of people had a go at her but she did it as part of her sort of Jewish religion she has worked hard to be so rich and it is great that she tries to give something back. We are very rich in this country; we should all try and give something back."

Commentary

This is a level 5 AT2 answer. There is a clear explanation of what about Madonna's actions inspires this student and this is related to the student's own values and commitments. This answer is greatly helped by the mention of Madonna's motives for this action.

To achieve level 6 they would need to bring out more clearly the idea of challenging people's selfishness and unwillingness to serve the long-term needs of society. This might be difficult without giving students a specific example to analyse. Potentially it could be done with Maria Gomez but an easier example might be Martin Luther King or Bono. In both cases the motivation of their faith would have to be identified and the challenges of belonging to religion discussed.



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