# Lower KS2 Pupil Work Exemplars

EX1. Converting our Village Hall into a mosque. Drawing an labelling task (Y3)

**Y3 Expected outcomes: Living**

**Identify the key practices of a faith** and some of the differences between denominations or sects

**Describe how beliefs influence worship** and guide lifestyle choices

**Description of task:**

Pupils were given a template with an outline floor plan of the local village hall and a list of areas that they would need to include to turn this into a Mosque. A compass point was included

**Achievement of pupil and what this demonstrates:**

This pupil has adapted the village hall largely successfully into a Mosque. All the features listed and several additional features (shoe area, qibla, mihrab and the prayer mat pattern on the carpet) have been included. The orientation of the prayer room is also correctly facing East.

This demonstrates that the pupil is aware of the significance of most of the key features of a mosque and shows some understanding of the priorities a Muslim would need to observe in entering a mosque.

However, the separation of the entrance from the shoe area would in fact create an issue, which has not been picked up.

**What could have been changed to make this a more useful task?**

This is a good task as it stands. It could have been differentiated by the removal of the list and the addition of an instruction to explain the choice of positioning for the more able; the less able could have had some picture support to help them.

However, in terms of reaching the expected outcomes, there would need to be an opportunity for pupils to make a link to the beliefs or the lifestyle choices and worship practices of Muslims. This could be done in a follow-on exercise if necessary. There may also need to be a recognition that in many mosques men and women pray separately.

**How should this task be marked?**

Again, the task could have been marked much as it had been, but perhaps with a statement that most of the items have been correctly placed, and a question raised about the positioning of the shoe racks. To allow pupils to achieve nearer to the expected aim, of linking beliefs and practice a follow-on question could have been to ask why there needs to be a shoe rack or washing areas.

EX2: Does taking Bread and wine show that someone is a Christian? (Y3, Y4)

**Y3, Y4 Expected outcomes: Living**

Identify the key practices of a faith and some of the differences between denominations or sects/Describe how beliefs influence worship and guide lifestyle choices

Make links between the texts studied and the practice of faith in the community and family/Describe the beliefs that have the greatest impact on practice, particularly in relationship to beliefs about God

**Description of task:**

Pupils have been given a grid containing 5 questions broken into sections: Belonging to a group, Baptism, the Muslim group, Communion and Showing someone is a Christian. Pupils have a box to fill in for each question, and each box except the first has no guidance in in. the first suggests listing 4 things. It would appear that this task was set towards the end of the unit. Y3 and Y4 have been given exactly the same task.

**Achievement of pupil and what this demonstrates:**

The Y3 pupil gives simple, straightforward answers, containing little detail. The answers are for the most part accurate, if lacking in detail. This demonstrates that (he) has some grasp of Christian and Muslim practice, but the task has not given the opportunity to expand on the ideas. Communion is linked to bread and wine and the last supper, but the details of Baptism are limited to the physical practice, rather than any meaning.

The Y4 pupil includes more details in (her) answers. A link is made between communion and forgiveness, but if fact the Y3 answer makes the link to the last supper, which is in fact more relevant, although the Y4 answers seems more advanced. The Y4 pupil picks up the idea of a promise in the baptism service and gives more details about how Muslims show commitment. A fuller answer is given to the key question about whether there are other ways to show that a person is a Christian. More links are made to the first question about showing that you belong to a club or a group. The final sentence, however, about being confident in Jesus, seems to be a little out of place.

For this to have helped pupils towards achieving the expected outcomes at either y3 or y4 level, there would have need to be some recognition of the differences between different denominations (e.g. infant/adult baptism or the fact that many Catholics take the bread but not the wine) and for year 4 needed to link to some of the Biblical texts or key beliefs o Christians.

**What could have been changed to make this a more useful task?**

In many ways, this is a reasonable task for checking whether the pupils have learned the basic facts about the topic. It becomes a summary of the unit. Each question is reasonable, but under the title of “Does taking bread and wine show that someone is a Christian?”, the question about Muslims seems out of place.

This needed a clearer learning objective – what was the purpose of the task? Was one answer per question acceptable?

The size of the grid boxes probably contributed to how much the pupils felt they ought to write for each answer. They could have been encouraged to give 4 points for each answer. They could have worked in small groups, each group working on one question and feeding back to the others. These questions require more evaluative answers than Y3/4 pupils are likely to write, especially when faced with 5 different questions.

**How should this task be marked?**

Pupils need to know whether their answers are accurate, but also what they need to do to improve these answers. Are they fulfilling the expected standards and what more did they need to write? Without justifying their answers and giving more detail it is hard to do more than just tick the box.

EX4: Should believers give things up mind map. (Y4)

**Y4 Expected outcomes: Living and Linking**

Make links between the texts studied and the practice of faith in the community and family

Describe the beliefs that have the greatest impact on practice, particularly in relationship to beliefs about God

Raise questions and suggest answers about the way that the key beliefs studied influence the attitudes and values of wider society.

Make links between the teachings of religious figures and current leaders

Suggest how the stories and teachings studied might make a difference to the way the others think and behave

**Description of task:**

Pupil has produced a mind map offering a selection of answers to the question “Should believers give things up?”. There is no learning objective other than the key question on the sheet and it is impossible to tell whether tis was a start of unit (baseline) task or an end of unit (summative) task. It is also not clear whether this is the work of an individual or one pupil writing up the answers from a group discussion.

**Achievement of pupil and what this demonstrates:**

Assuming that this is an individual piece of recording, the pupil has shown an ability to consider a range of possible answers to a question. In giving the answers, the pupil demonstrates a certain level of understanding of religious practices (Ramadan, Lent) and some religious vocabulary (sacrifice, faith). They show an understanding of it being possible to consider giving up things or giving something extra. They show the ability to ask questions that will take their learning deeper as they answer them.

This is leading the pupil towards achieving the end of year outcomes for Y4 in the linking strand.

**What could have been changed to make this a more useful task?**

As a baseline assessment of what a pupil knows at the start of a unit, this task would not need modification. Returning to the task at the end of the unit to annotate again and show learning would make it possible to assess pupil progress in terms of understanding and knowledge.

Alternatively completing this task in pairs, with pupils swapping sheets to comment on the questions and statements of the other, silent dialogue style, would add a layer of discussion to the task, encouraging pupils to engage with their own and others’ ideas.

**How should this task be marked?**

A comment on the quality of the questions, or a suggestion to indicate which is closest to their opinion might be the most appropriate response to this task.