# Upper KS2 Work Exemplars

EX1: Research how Hindus pray (Y5)

**Y5 Expected outcome: Living**

Make clear links between the texts and concepts studied and common practice across denominations

Describe the actions of believers in their communities, locally and globally that demonstrate commitment

**Description of task:**

Pupil has produced a two-column comparison table to compare the ways that Hindus pray at home and in a Temple. Each column contains a list of things that the pupil has discovered, with the items in common between the two columns underlined in red. Symbols have been added which show where some of the observances are common to other faiths. It is not clear whether the numbers in the second column refer to the order in which these practices are carried out.

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

The pupil has correctly identified and listed the key features of Hindu worship in both the home and the temple. Clearly it is a list, so contains limited details and does not explain any of the symbolism of the actions. Identifying the similarities between the two elements of Hindu practice and Christian, Jewish and Muslim practice shows that this pupil has good knowledge and has researched effectively. The numbering on the second column shows awareness that there is an order to the actions although this may not be entirely accurate.

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

Reframing the Learning objective so that the focus was on the RE, rather than the research might have encouraged the pupil to put the action sin the right order to start with. A possible question might have been “What is similar and what is different in the way the Hindus pray at home or in the Temple?” Or “Does Hindu worship follow the same pattern at home and in the temple?”

To enable this task to help pupils achieve the expected outcomes, some way of encouraging them to include something about commitment or the reasons why these practices are followed would have been helpful. These could be follow-on tasks if necessary. As could be finding texts or prayer used in worship or annotating given texts.

The task could be differentiated for some less able pupils by giving them pictures to compare, or a predefined list to sort out (including redundant material of course). A Venn diagram could be used for recording this.

Including a key to the symbols used might be a good step.

**How should this task be marked?**

A comment about the accuracy and completeness of the information discovered would be good. A follow-on question seeking an explanation for the action or actions that the pupil thinks might be most important would set a productive next step. Alternatively, pupils could be asked to find some texts or prayers that might be said by Hindus

EX 2: Compare Prophecies – annotation of a Christmas carol (Y5)

**Y5 Expected outcome: Knowing and Living**

Identify and describe the role of sacred texts in establishing belief systems and influencing religious leaders

Use technical & religious language to identify the different writings within sacred texts

Make clear links between the texts and concepts studied and common practice across denominations

**Description of task:**

Pupils were given a copy of the carol Hark the Herald Angels Sing and asked to annotate it to refer to prophecies from the Old Testament and Christian belief. The learning objective to compare prophecies does not seem to reflect the task.

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

The pupil has simply made reference to a range of prophecies and beliefs. They have identified certain key beliefs – the birth of the saviour, God in human form, life forever in heaven and the healing power of Christ. The two references to the Old testament prophecies of Isaiah and Micah are in name only and no details are given.

This shows that the pupil is aware of the basic tenets of Christian belief about Jesus and his birth and is aware that the event was prophesied in the Old Testament.

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

The learning objective needs to be altered to reflect the task: How accurate is the Christian teaching in this Christmas carol? This would give the pupil a clear purpose for identifying the elements in the carol which link to Christian teaching. It would also give them an evaluative element to the task which should raise achievement. Pupils could also be encouraged to use different colours to identify whether the teaching comes from prophecy or elsewhere in Christian teaching.

**How should this task be marked?**

The marking of this task is adequate but would be made more meaningful if there were a learning objective that could be marked against.

A next step might be to find Bible text references that support the pupil’s responses. Passages could be given and the similarities underlined or highlighted.

EX3: Holy Place – picture and text.

**Y6 Expected outcome: Living**

*Show how believers put their beliefs into practice in different ways (e.g. different denominations and sects) particularly in questions about life and death*

**Description of task:**

Pupils have been asked to designa place of worship for many religions and they have drawn and written about their ideas

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

The picture is hard to interpret, but the text shows that this pupil has thought carefully about what would make a place of worship welcoming to a range of religions. There is an understanding that for some religions quite is needed for prayer. There is a recognition that different religions pray at different times, that many like to ring a bell as a call to pray, and that different religious symbols are required for different faiths, as well as different holy books. Inclusion goes beyond the bounds of religion as lifts are built into the building.

This demonstrates some understanding of the differences between faiths, with a recognition that they should be able to work together in peace.

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

Including the learning objective on the piece of work would have made it easier to assess whether the pupil had achieved what was intended. Perhaps requiring more detail of which faiths, and whether there should be a major prayer hall/room. Including some mention of different sects/denominations would have helped the pupils work towards the expected outcome.

**How should this task be marked?**

Recognition of the learning objective being met would be sufficient marking for this task. A next step might be to ask whether every faith could use every room, or whether each faith was able to keep its’ books in separate rooms. This would show whether the pupil is aware of some of the rules surrounding some of the sacred texts (e.g. the Guru Granth Sahib, the Qur’an and the Torah).