

## PRE Assessment: Empathy & Reflection: Hajj Diary

Name:

My Attainment Target:

<u>Attainment Category</u>	<u>Assessment Criteria</u>	<u>Self</u>	<u>Peer/Teacher</u>
<b>Acquiring</b>	I can show some <b>empathy</b> and <b>reflect on why</b> Muslims go on pilgrimage to Mecca		
<b>Developing</b>	I can show the <b>connection</b> between religious beliefs and practices and explain how belief in the 5 pillars can affect the life of a believer.  I can <b>compare and contrast</b> my identity and experiences to those of a believer on Hajj.		
<b>Secure</b>	I can show an <b>understanding</b> of the <b>effect</b> that religious beliefs have on believers <i>and</i> <b>explain</b> why aspects of the pilgrimage are important to Muslims.  I can <b>put myself in the shoes of a Muslim on Hajj</b> and <b>express my feelings and emotions</b> as if I am a Muslim		
<b>Mastering</b>	I can <b>reflect</b> on the significance and value of going on Hajj and <b>explain</b> why beliefs impact on the identity of the believer and those around them I can give <b>reasoned opinions</b> , showing <b>understanding</b> and <b>respect</b> for other views		
<b>Mastering +</b>	I can <b>explore</b> and <b>reflect</b> upon the relationship between religious beliefs, practices and world issues <b>by communicating</b> my own ideas/beliefs with reasoned arguments. I can express <b>insights</b> into the <b>significance and value</b> of being on the Hajj, with otherworld views.		

Pupil Feedback. (What do you think went well? How can you improve?)

<b><u>Are you working on target?</u></b>	
Above Target	
On Target	
Below Target	

<b>What went well?</b>	<b>It could be even better if...</b>
You've shown a good understanding	You write about what you learnt in the lesson
You've given good descriptions	You explain in more detail/develop your points
You've given good explanations	You used keywords/teachings
You've shown good empathy	You pick out the symbolic meaning of the Hajj
You have highlighted key symbolism	You showed empathy
Your work shows excellent effort	You put 100% effort into your work

**Teacher Comments:**

## Year 7 Pilgrimage end of topic test feedback sheet

Part 1: Qu 1 – 9 shows your **knowledge and understanding** of pilgrimage

**You achieved      /22**

To improve Part 1	
Revise more thoroughly for the test	
Read the questions carefully	
Add more detail to your answer	
Explain your reasons	
Other:	

**'Miracles do not exist' Discuss.**

**You are being assessed on the skills of Analysis and Evaluation**

<b>Acquiring</b>	You are able to give <b>your own opinion</b> either in support or against the statement
<b>Developing</b>	You are able offer 2 different limited responses to the statement <b>or</b> One <b>detailed</b> point of view
<b>Secure</b>	You are able to identify people who would both <b>agree and disagree</b> with the statement with supporting evidence. You clearly explain <b>your point of view</b> with <b>reasons</b>
<b>Mastering</b>	You are able to <b>give</b> and <b>explain</b> a number of <b>detailed</b> points of view and explain why they are <b>significant</b> . You are fully <b>explaining</b> your <b>own point of view</b> and are beginning to <b>question</b> the views of others.
<b>Mastering +</b>	You <b>evaluate</b> a range of views on miracles effectively and begin to <b>question their significance</b> You can <b>explain</b> why miracles are <b>important</b> to those who believe in them and how this <b>impacts on the wider world</b> .

**You achieved:**

To improve	MET	TO IMPROVE
Give more than one point of view		
Give arguments which both support and are against the statement		
Explain the arguments you are giving		
Give and explain your opinion		
Use specific people/religious ideas to back up what you are saying		
Explain why your arguments are significant/important		
Evaluate the strengths and weaknesses of the arguments given		
Explain why miracles are important plus Discuss their impact on the wider world		

## Places of Worship independent research task

You are being assessed on the skills of **Knowledge** and **Understanding**

Name:

Date:

	Criteria	MET	Target
Acquiring	<ul style="list-style-type: none"> <li>➤ You can <b>describe</b> what a place of worship is and how it might be used</li> <li>➤ You start to <b>suggest some</b> similarities and/or difference between two different religious places of worship</li> <li>➤ You use <b>some key words</b></li> </ul>		
Developing	<ul style="list-style-type: none"> <li>➤ Offered an outline of the function of the Mosque/Mandir and have given a description of the <b>significance</b> of one place of worship.</li> <li>➤ Have offered a description of some of the main aspects of worship in the Mosque/Mandir and <b>begin to explain</b> why they are done/why they are important</li> <li>➤ Have identified and described some similarities and differences in the Mosque/Mandir and patterns of worship.</li> <li>➤ <b>Good</b> use of key <b>terminology</b> with some explanation</li> </ul>		
Secure	<ul style="list-style-type: none"> <li>➤ Have offered an explanation for the <b>importance</b> of the Mosque/Mandir.</li> <li>➤ Have identified the <b>reasons</b> behind main aspects of worship.</li> <li>➤ Have offered and <b>explained the reasons</b> for the similarities and differences in worship in the Mosque and Mandir.</li> <li>➤ <b>Confident</b> use of key <b>terminology</b> with clear explanation</li> </ul>		
Mastering	<ul style="list-style-type: none"> <li>➤ All the above has been done confidently and successfully with clear evidence of <b>independent research</b> and use of multiple sources of information</li> <li>➤ Considers the <b>importance of worshipping together</b> within a place of worship</li> <li>➤ Have reflected on the <b>impact of worship on the believer</b> and on society</li> <li>➤ Written work shows a <b>command of key words</b></li> </ul>		
Mastering+	<ul style="list-style-type: none"> <li>➤ Have offered an evaluation of the importance of the mosque/Mandir.</li> <li>➤ Have evaluated the reasons behind aspects of worship and how this might <b>impact the wider world</b></li> <li>➤ Have offered historical and cultural understanding for the similarities and differences in worship.</li> <li>➤ Have offered <b>some evaluation of the value of worship.</b></li> </ul>		

**Give yourself two target to improve your work:**

**1)**

**2)**

The Guru's: Peer Assessment Sheet

<u>Names of Members of the Group</u>	<u>Three Facts learnt about the Guru</u>	<u>Level for facts &amp; teaching</u>	<u>Level for organisation &amp; style</u>

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**When filling in sections 1 and 2 grade the groups as follows:**

Acquiring: The presentation gives some information/factual knowledge/evaluation

Developing: The presentation gives good information/factual knowledge/evaluation

Secure: The presentation gives very good information/factual knowledge/evaluation

Mastering: The presentation gives detailed information/ factual knowledge/ evaluation

Mastering +: The presentation gives outstanding information/factual knowledge/evaluation

**When filling in section 3 grade the groups as follows**

1: Not much organisation or imagination has gone into the presentation

2: The group is OK but some members of the group are being silly/not contributing

3: The group is fairly organised and has some good ideas within their presentation

4: The group has organised themselves well and have included a lot of good ideas in their presentation

5: All members of the group have contributed and presented their ideas in a professional manner and have included some very original ideas in their presentation

6: An outstanding and professional performance





## Religion in Art Year 7

### Stained Glass Window Assessment



You will be assessed on the skills of **Empathy** and **Reflection**

Acquiring	You have been able to show a clear story/message/idea in your window. You can explain how it <b>reflects</b> and <b>connects</b> to something spiritual or important to you.
Developing	You have been able to show a clear story/message/idea in your window. You can explain how it <b>reflects</b> and <b>connects</b> to something spiritual or important to you. You explain the <b>meaning/significance</b> behind your window in some detail.
Secure	As above but you also include an explanation of what/who <b>influenced</b> your window. This could include how both religious and non - religious views <b>shaped</b> your design
Mastering	As above but you can also say what their window made them <b>think/feel about</b> and <b>why</b> . You can say why your window would be <b>important</b> to someone who is religious or how religion/examples of stained glass windows looked at in class <b>influenced</b> your design
Mastering +	As above but you are able to consider what <b>impact</b> your window could have on those viewing it and how this might affect the <b>wider world</b>

You have achieved:

	MET	To IMPROVE
Design a window with a clear story/message		
Explain what the window shows		
Explain why you choose your design		
Explain why it is important to you		
Does your window show religious influences?		
Does your window stir feeling/emotion		
Can your window impact the wider world?		

Peer Assessed: Hindu God Research leaflet



<b>Acquiring</b>	<ul style="list-style-type: none"> <li>You can describe some of the main religious ideas using key terms.</li> <li>You know what the Hindu god does.</li> <li>You can start to give examples to show why the god is special.</li> </ul>	
<b>Securing</b>	<ul style="list-style-type: none"> <li>You can use the correct religious words to describe the important features of the Hindu God.</li> <li>You know in detail what the Hindu god does.</li> <li>You begin to explain why the god is important.</li> </ul>	
<b>Mastering</b>	<ul style="list-style-type: none"> <li>You include all of the specific Hindu terms in order to explain your Hindu God.</li> <li>You show an understanding of what your Hindu God does and why.</li> <li>You show the effect of your Hindu God on the people who believe in this God.</li> </ul>	
<b>Mastering +</b>	<ul style="list-style-type: none"> <li>You show an understanding of what the Hindu God does and offer in depth explanation of why.</li> <li>You show the effect of your Hindu God on the people who believe in this God.</li> <li>You begin to evaluate: show the strengths and weakness of your God in comparison with other Hindu Gods.</li> </ul>	

<b>Feedback: Level</b>	
<b>Marker's target</b>	
<b>Self-target</b>	

### Ultimate Questions test feedback sheet

You are being assessed on the skills of **Analysis** and **Evaluation**

<b>Acquiring</b>	You are able offer 2 different limited responses to your chosen Ultimate Question <b>or</b> One <b>detailed</b> point of view
<b>Developing</b>	You are able to identify people who would both <b>agree and disagree</b> with the chosen Ultimate Question with supporting evidence. <b>Reference</b> should be made <b>to religion</b> and how a religious person might respond <b>and why</b> You give <b>your point of view</b> with <b>reasons</b>
<b>Secure</b>	You are able to <b>give</b> and <b>explain</b> a number of <b>detailed</b> points of view and explain why they are <b>significant</b> . These can be both religious and non-religious You are fully <b>explaining</b> your <b>own point of view</b> and are beginning to <b>question</b> the views of others.
<b>Mastering</b>	You effectively <b>evaluate</b> a range of responses to the chosen Ultimate Question and begin to <b>question their significance</b> You can <b>explain</b> how responses to your chosen Ultimate Question might <b>impacts on the wider world</b> .
<b>Mastering +</b>	You are able to <b>evaluate</b> a range of views and clearly explain why they are <b>significant</b> and how they <b>impact the wider world</b> . You have clearly given and <b>explained your own point of view</b> and highlighted the <b>strengths and weaknesses</b> of it

**You achieved:**

To improve	MET	TO IMROVE
A clear understanding of what an Ultimate Question is		
You can give your views and opinions on a chosen Ultimate Question		
You back your opinion with reasons and examples		
You can give an opposing view		
You can give reasons and explanations to support an opposing view		
You can give a religious viewpoint and explain it		
You can give a non-religious viewpoint and explain it		
You can evaluate the strengths and weaknesses of each of the views given		
Your response is written as a discussion with use of appropriate connectives		

## Year 8 Assessment:

### LIFE AFTER DEATH RESEARCH PROJECT

**Task:** Using the research information gathered over the past few lessons you are to produce and write a project which describes and explains different beliefs about life after death. Better responses will also give your views and an evaluation of the views discussed and how these may impact on the wider world.

You will be assessed on the skills of **Knowledge and Understanding**. The table below gives you some clues on how to do this.

Level	Knowledge and Understanding	Met
Acquiring	<ul style="list-style-type: none"><li>You can describe the belief of reincarnation</li><li>You can make occasional use of religious keywords</li></ul>	
Developing	<ul style="list-style-type: none"><li>You clearly consider more than one point of view</li><li>You can explain the significance of these beliefs making frequent use of religious keywords</li></ul>	
Secure	<ul style="list-style-type: none"><li>You can make links between belief and behaviour</li><li>You consider the importance of several beliefs about the afterlife and explain these in great detail</li><li>You can make frequent use of key terminology with clear reasoning</li></ul>	
Mastering	<ul style="list-style-type: none"><li>You clearly consider a range of viewpoints, making frequent and correct use of religious keywords to show a coherent understanding of the question</li><li>You can evaluate different beliefs about the afterlife and offer a wide variety of reasons and evidence to support and justify them</li></ul>	
Mastering +	<ul style="list-style-type: none"><li>You can explore a wide range of beliefs about the afterlife and discuss their impact on the wider world</li><li>You can reflect on the values of different beliefs about the afterlife</li></ul>	

I have achieved:

I am working (circle)

ON

BELOW

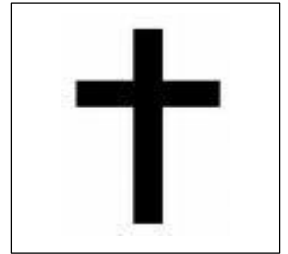
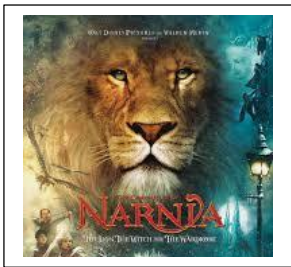
ABOVE

Feedback

Target	
Give more than one belief about the afterlife	
Explain why people believe in life after death	
Use evidence from the religious books/ past events to support why people believe in the afterlife	
Use class/research notes to support your response	
Explain how belief in the afterlife may affect the way people live	
Reflect on why it is important for religious people to believe in the afterlife	
Made use of key terminology	
Give an evaluation of the different beliefs about the afterlife	
Discuss how belief in the afterlife impacts on the wider world	

In order to improve next time I will:

**HL: Using RED pen make improvements and changes to your work based on the feedback you have been given.**



## Year 8 Assessment: Extended Writing

**‘Explain how the story of the Lion, the Witch and the Wardrobe reflects Christian beliefs, and consider what the film teach us about the Christian Faith’?**

**Task:** Using the information gathered over the past few lessons you are to write 1 – 2 pages in answer to the above question. Within your writing you must be able to describe the story of the Lion, the Witch and the Wardrobe and be able to explain how parts of the story show Christian ideas and beliefs. Better responses will also give your views on the film and whether the author successfully portrayed Christian ideas and what can be learnt from the story.

You will be assessed on the skills of [Analysis](#) and [Evaluation](#). The table below gives you some clues on how to do this.

Level	Analysis and evaluation	Met
Acquiring	<ul style="list-style-type: none"> <li>You can offer 1-2 similarities between the film and Christian belief</li> <li>You begin to give your thoughts on the film and why you liked it/disliked it</li> <li>Little or no reference is made to work done in class</li> </ul>	
Developing	<ul style="list-style-type: none"> <li>You can describe and explain a number of similarities between the film and Christian belief</li> <li>You can give a conclusion whereby you offer your thoughts to how and why the film contain religious messages</li> <li>Reference is made to work done in within class</li> </ul>	
Secure	<ul style="list-style-type: none"> <li>You can use evidence from the film and the bible to support the similarities given</li> <li>You begin to explore the significance of using religious symbolism within film.</li> <li>You can give a detailed conclusion whereby you offer your thoughts to how and why the film contain religious messages and whether this has been done well</li> <li>Class work is effectively used to provide evidence and it's supporting explanation</li> </ul>	
Mastering	<ul style="list-style-type: none"> <li>You can offer reasons to why specific Christian beliefs are being highlighted by the author</li> <li>You can explore how well the author portrays Christian ideas</li> <li>Are the religious messages clear?</li> <li>You begin to question the reason and purpose of the author in choosing a religious theme within his story and how this might impact the wider world</li> <li>Can you learn about Christian belief by watching the film? Evidence of independent work is clear</li> </ul>	

Mastering +	<ul style="list-style-type: none"> <li>You can suggest reasons behind the motivation of the author and the <b>impact</b> the story might have on its reader</li> <li>You can <b>question</b> the effectiveness of the author in highlighting specific Christian beliefs.</li> <li>High level of <b>independent thought</b> used in conjunction with ideas explored in class</li> </ul>	
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## Feedback

Target	
Give more similarities between the film and Christian beliefs	
Explain how/why Christian belief is shown	
Use evidence from the film/bible to support what you are saying	
Use class notes to support your response	
Give your views on how well the film reflects Christian belief	
Show independent thought	
Consider the impact the book might have on it's reader	
Consider why the author chooses to include Christian ideas in his book/film	
Question the effectiveness of the author in portraying Christian beliefs	

In order to improve next time I will:

**HL: Using RED pen make improvements and changes to your work based on the feedback you have been given.**

# Religion and Conflict: Year 8 Assessment

## TASK:

You are going to create a campaign either in support of or against going to war. Your campaign must refer to and use examples of religious people and why they might or might not support going to war. Your campaign must include:

- 1) A poster highlighting/advertising your views
- 2) A speech which explains your views and why war should/should not be supported.

Your campaign can focus on a current, past or fictional war

Key terms/people/ideas to use in your campaign

Pacifism	Lesser Jihad	Greater Jihad	Quakers
Martin Luther King	Just War	Greater good	Thomas Aquinas
Gandhi	peace	Karma	Holy War/crusade

You will be assessed on the skills of **Empathy** and **Reflection**

<b>Acquiring</b>	You can show and give reasons in either support of or against war. You can begin to <b>reflect</b> on why <b>religious</b> people might support your views You start to show some <b>awareness</b> and <b>empathy</b> for those involved
<b>DEVELOPING</b>	You can give clear reasons in either support of or against war You clearly think about the <b>impact</b> war will have on those <b>involved</b> You use <b>religious belief</b> and examples of <b>religious people</b> to support your campaign
<b>SECURE</b>	As above but you start to think about the <b>significance</b> of <b>religious belief</b> and how this has shaped your views on going to war.
<b>MASTERING</b>	As above but you can clearly show how going to war or not will <b>impact the wider world</b> You begin to consider how <b>religion is viewed</b> in light of their belief and practice of war/pacifism You can consider any <b>misconceptions</b> the <b>wider world</b> might have and how this <b>impacts</b> people's views on religion
<b>MASTERING +</b>	As above but you are able to make clear and successful comparisons between <b>human experiences</b> and how this might <b>impact</b> views on war You can clearly <b>analyse</b> the <b>moral significance</b> of either supporting war or campaigning against it



