

Swanmore School religious education

(SACRE levels)

Assessment opportunity: Marriage in Sikhism

Q1 Can you identify and explain what happens during a marriage ceremony?

A level 4 answer will	identify what happens during a wedding ceremony
A level 5 answer will	identify what happens during a ceremony and begin to explain these events in a simple account
A level 6 answer will	identify what happens during a ceremony and explain these events using more than one source The symbolism and religious importance will be explained in a thorough account

Q2 How does a Sikh wedding compare to a Christian wedding?

A level 4 answer will	identify some of the similarities and differences and begin to explain them
A level 5 answer will	identify the similarities and differences and explain them fully There will be evidence of more than one source being used
A level 6 answer will	identify the similarities and differences and explain them fully There will be evidence of more than one source being used to make an overall conclusion that is well supported

Q3 In Sikhism, marriage is described as a 'ceremony of bliss'. What do you think this means? Is marriage always a blissful experience? Give reasons for your answer showing you have examined other points of view.

A level 4 answer will	describe your own opinion with simple reasoning
A level 5 answer will	identify and begin to explain different points of view Describe your own opinion, explaining your reasoning fully
A level 6 answer will	identify and explain a wide range of views using a wide variety of sources Describe your own opinion, explaining your reasoning which is well substantiated

Pupil target setting





I want to make progress in religious education.

In my last assessment I obtained level

In this assessment I aim to attain level

To do this I will need to

Scaffold for better descriptions

<p>Extremes</p> 	<p>Using accurate place names to identify locations and using extremes like hard/soft, hilly/flat, wet/dry, rich/poor to describe features and places</p>	<p>Stage 1</p>
<p>Different types</p> 	<p>Recognising different types of place using words like warm, cool, freezing and very hot as well as hot and cold; using terms like semi-detached, detached, terraced and flats to describe different dwellings</p>	<p>Stage 2</p>
<p>Comparisons</p> 	<p>Using numbers to compare features (e.g. twice as many people, half the range of temperature) and places and describing the differences <i>within</i> places</p>	<p>Stage 3</p>
<p>Ratios and patterns</p> 	<p>Grouping descriptions to give us a sense of a whole place and using terms that combine ideas like population density, converge and diverge, and humidity to describe features and places</p>	<p>Stage 4</p>

Factors that contributed to the pupils' learning

- Making the learning objectives and learning outcomes clear to pupils
- Placing the learning objectives in a longer-term context
- Allowing time to think before answering questions
- Providing oral feedback which helps move pupils on
- Requiring pupils to self and peer assess
- Training pupils how to work collaboratively
- Familiarising pupils with the summative assessment criteria
- Focusing feedback on specific targets for improvement
- Allowing pupils to demonstrate their understanding in different ways